A SURVEY STUDY OF IN-SCHOOL FACTORS AFFECTING QUALITY OF EDUCATION IN SECONDARY SCHOOLS IN OROMIA

BY

YOHANNES BENTI CHOKORSO

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SCHOOL OF GRADUATE STUDIES

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YOHANNES BENTI CHOKORSO

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BY
YOHANNES BENTI CHOKORSO

APPROVAL OF BOARD OF EXAMINERS

Girmay Berhe — signature

Chairman, Department Graduate committee

Professor Seyoum Teferra — signature

Advisor

Ulrica Ota (Dr.) — signature

Examiner (External)

HaileSelassie Waldegeorgis — signature

Examiner (Internal)

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ACRONYMS & ABBREVIATIONS

EMIS	Educational Management Information System
EMPDA	Educational Material Production And Distribution Agency
ESDP	Education Sector Development Programme
ESR	Education Sector Review
GER	Gross Enrolment Ratio
IIEP	International Institute for Educational Planning
OECD	Organization for Economic Co-operation and Development
OEB	Oromia Education Bureau
MOE	Ministry of Education
TGE	Transitional Government of Ethiopia
TQM	Total Quality Management
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WB	World Bank

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ABSTRACT

Quality education is very important for social, cultural and economic development. It is a vital instrument in the creation of a modern economy. However, quality of education is influenced by the complex set of external and internal factors, which negatively influence instructional activity. The purpose of this study was, therefore, to examine the impact of the main in school factors, which affect the quality of secondary education in Oromia region.

The sample consisted of 798 students, 283 teachers and eighteen secondary schools principals drawn from eighteen sample schools as well as nine supervisors from woreda and zone education offices in the three zones (East showa, East Wollega and East Hararge) of the region. Regarding the respondents teachers and students from each sample school and supervisors from the three zones were selected randomly. But principals from each sample schools and purposely selected. In addition, observations were used to compare the response of the respondents with what is actually available in the schools. To carry out the study a descriptive survey method was used. To gather the necessary data questionnaire (open-ended and close-ended), interview, observation and documents were the main instruments employed. Instruments were analyzed in percentage and chi-square was used to test the degree of differences among the respondents.

The results obtained from the study showed that, the main in school factors that affected quality of secondary education were poor ability of the students in the language of instruction, irrelevance and difficulty of the curriculum content, shortage of qualified teachers and overcrowded nature of the classrooms. In addition, in sufficiency of school facilities in the services they provide, shortage of textbooks and incompetence of school principals were among the factors, which contributed to the low level of quality of education. Furthermore, the main reason for shortage of qualified teachers in the region was found to be high turnover. The findings of the study also suggested that half of the principals in the sample schools were below the minimum required qualification set by the Ministry of Education. In addition, only one of these principals was a diploma graduate in school administration and all the remaining were subject area graduates.

Based on the findings and conclusions, recommendations are made to alleviate the existing problems. Accordingly encouraging private investors to open private schools, encouraging community involvement in supplying school facilities, improving method of teaching English at primary as well as secondary schools, encouraging students to debate on some issues through English language, encouraging private investors to publish textbooks so that books would be available on sale for interested consumers, motivating teachers by providing various incentives, introduction of quality assurance mechanisms to the secondary schools, and others which are assumed to solve the identified problems were recommended.

CHAPTER ONE
THE PROBLEM AND ITS APPROACH

This chapter deals with the background of the study, statement of the problem, significance of the study, scope of the study, definition of key terms used, the research design and methodology and organization of the study.

1.1 Background of the study

Education is not only a preparation to later life, it is an aspect of life itself (Silberman, 1970:15). In other words, education is not a preparation for living but it is identical to life itself. To be educated means to understand how to make intensions effective in the real world and how to apply knowledge to the life one lives and the society in which one lives. Therefore, education holds the key to social mobility, personal success and national development. It is to enjoy the present, to get ready for the future, to behave responsibly as a member of a society and to learn to face diversity. Baum and Tolbert (1985:119) state that it is now generally recognized that development of a country's human resources is essential to its prosperity and growth and to the effective use of its physical capital. Education is an integral component of all development effort. Similarly, Atkinson (1983:48) explained that in an analysis of the contribution of education to development the World Bank suggested that education makes a contribution in three significant and interrelated ways.

1. It gives people a base of knowledge, attitudes, values and skills, which equip them with the potential to learn and to respond to new opportunities.
2. Education contributes as an instrument to support programmes designed to meet other basic needs such as adequate nutrition or shelter.
3. Education is seen as the development that sustains and accelerates overall development by training skilled workers, in facilitating the advancement of

knowledge and in enabling the individual to identify with his changing culture and find a constructive role in society.

Every society educates its youth with this broad and universal goal of education. For most of human kind history, the process of education was informal and traditional. The family, the church, the mosque, and the community at large were the primary educating institutions, shaping their people's attitudes, forming their behavior, endowing them with morals and manners, and teaching them the vocational and other skills needed to get along in their physical and social environment. However, as time went on, a need for the establishment of formal education arose to be carried by schools.

The new and expanding economic, political and social functions pull education into the main stream of society. As society advanced, situations necessitated education to be reoriented to meet the requirements of the new social order.

According to Benson (1963:33-41), to consider growth over the long run future, we must ask that what changes in education are likely or possible. What is required to maintain the contribution of more education to the growth rate is maintenance of the percentage increase in the amount of education received, adjusted for the greater importance of the upper grades. This prospect makes it all the more important to seek improvement in the quality of education.

Attention to the concept of quality education has come to the most noticeable issue as learners, parents and communities, educators, leaders, and nations acknowledge that what is learned and how learning occur is as important as access to education. But one difficulty is that while most people understand intuitively what they mean by "quality of education" there may not be a common understanding of the term. According to UNESCO (2003:3), the conventional definition of quality education is linked directly to such critical components as teachers, content, methodologies,

curriculum, examination systems, policy, planning, and management and administration.

- Successful quality education is a whole school process most often led by the head teacher and the classroom is where inputs are transformed into learning. Without a competent teacher no curriculum can be implemented effectively. Thus, quality educational processes require well-trained teachers who are able to use learner centered teaching and learning methods. Moreover, Chapman et.al(1996:146) pointed out that a quality education must be offered within a managerial and administrative system that supports effective learning. This presupposes a system that is well managed, with transparent processes guided by the implementation of good policies and an appropriate legislative framework. It also requires sufficient resources, recognizing the full range that can be brought to bear in support of education.

As the result of the expansion of the educational system, many challenging factors have merged throughout the world. The situation is worse especially in developing countries. The issue of quality of education has been and is still a major concern in the Ethiopian education system. Among other things, provision of quality education has been given more emphasis at all levels by Ministry of Education (MOE). Ministry Of Education indicates that through out the education system the increase in enrollment would be complemented by improvements in quality-from better trained and motivated teacher, more relevant curricula, more books, improved school environment, and improved internal efficiency, to examinations which will provide feedback to schools to help improve classroom teaching (ESDP-I, 1999:7). Among the suggested quality indictors, availability of qualified teachers is one that affects quality of education. According to the Ethiopian education standard the minimum qualification required to teach at secondary level is at least first degree (MOE, 1995:12). However, the Education Statistics Annual Abstract (2005:34) of

Ministry Of Education indicates that the total percentage of qualified secondary school teachers in Ethiopia is 44.5 and that of the Oromia region with first degree are 35.1, which shows that this shortage of qualified teachers in the region is the major bottleneck for quality of education in secondary schools.

In general, too many students, poor supply of qualified teachers, and lacks of facilities, etc. are some of these factors. Although the New Education and Training Policy is intended to improve the quality of education (MOE, ESDP II: 2002), due to the above and other factors, the Ethiopian Educational System is facing a great problem. The level of quality of education is being the talk of parents, teachers, employer agencies and the community in general.

This study, therefore, attempts to make a survey of the factors that affect the educational quality in Oromia secondary schools and recommend solutions.

1.2 Statement of the problem

Secondary education serves dual purpose. On one hand, it produces middle level work force that is needed in different sectors of the economy. On the other hand, it serves as a basis for higher learning, which enables the production of higher-level human power. These objectives can be achieved only if the quantity of education provided at this level is of a reasonable quality. The participation of students has increased since the introduction of the New Education and training policy of 1994. In Oromia, the number of primary school students increased from 959,299 in 1994/95 to 3,673,411 in 2003/04 (MOE, 1999:20; OEB, 2004:66) and the same time the number of primary schools were increased from 3659 in 1994/95 to 5043 in 2003/04. During the same years, the number of secondary school students increased from 104,867 in 1994/95 to 278,973 in 2003/04 while the number of secondary schools rose only from 108 to 192 during these years. This means that while the number of secondary school students increased more than two times, the number secondary schools increased less than two times from years 1994/95 to

2003/04. Although quantitative progress has been made, the quality of education being offered is not to the level desired (MOE, 2004:1). The total enrolment has increased at a faster rate than that of inputs such as teachers, equipment, facilities, textbooks, etc. This has resulted in further overcrowding of schools and classrooms. The qualification and number of teachers is below the required level. Education in secondary school is not being provided satisfactorily in the region.

The purpose of this study is then to identify the factors that affect the educational qualities and to examine how they affect the quality of education in selected high schools in Oromia. In its attempt to investigate these factors, the study attempted to answer the following basic questions.

1. How do teachers, students and school principals view the relevance and appropriateness of the curriculum for secondary schools?
2. What proportions of the teachers in the study area are qualified for the subjects and grades they are teaching?
3. How do teaching-learning process-instructional time and language of instruction affect quality of education?
4. Does the attitude of teachers towards teaching and that of the students towards learning contribute to the present quality of education?
5. What is the impact of class-size and school facilities/instructional materials on the quality of education?
6. To what extent does the level of competence and experience of school principals affect quality of secondary education?
7. What should be done to bring about a qualitative change in education?

1.3 Significance of the study

The effectiveness and efficiency of any educational program depends on a thorough understanding of the problems that hinder its successful accomplishment. Thus

educational leaders and teachers have to be aware of the problems, which affect the quality of education, and this is possible only by conducting systematic research on the issue. Hence, the study becomes useful and timely in considering the problems of quality of secondary education. More and more students are recently coming to secondary education every year. However, the necessary educational inputs and the teaching-learning process are not at the required level. The principal aim of this study is therefore, to identify the major in-school factors that affect quality of education in secondary schools in Oromia regional national state. Hence, the findings of this study are expected to have positive impact for effective and efficient teaching and learning activity in the secondary schools of the region. Based on the findings of the study, educational leaders, policy makers and teachers in collaboration with the community and concerned stakeholders are expected to make considerable effort to solve the existing educational problems in the region. Therefore, the problems discussed in the study will have the following importance.

1. The study is expected to contribute in the identification of the in-school factors that affect quality of secondary school education in the region.
2. It is intended to create awareness to the problem among educators in particular and the public at large.
3. It is also hoped that it will encourage others to do more and detailed research on the problem.

1.4 Delimitation of the study

Although the quality of education is suffering at all levels of the education system of the whole country, to make the study specific and manageable, it is delimited to government secondary schools of Oromia region only. The study is delimited to the quality of education in government secondary schools since non-government secondary schools have a separate administrative system. In addition to this, as far

as the knowledge of the student researcher is concerned, systematic and serious research work had not been conducted in the region concerning the problem.

Moreover, investigating factors affecting quality of education is a very wide area of study. It is related to many factors that include, general external factors such as political, cultural, economic, demographic and global conditions and internal factors such as inputs like students, teachers, curriculum, facilities, school management and educational processes-instructional time, language of instruction, methodology of teaching, evaluation. However, it is very difficult to include all these factors that directly and indirectly affect quality of education in this study. Therefore, to make it manageable, the study concentrated only on the internal (in-school) factors that affect quality of education. Thus the factors considered were quality of students and their attitudes, relevance of curriculum, qualification of teachers, and their motivation, availability of school facilities including textbooks and classroom, school management, instructional time and language of instruction. According to various researchers in the field, these are the factors that are believed to be the major factors that affect the quality of education at any level. This is particularly true in the majority of the developing countries including Ethiopia where the educational resources and facilities are scarce.

1.5 Limitations of the study

Although the researcher managed to carryout the study, the insufficient amount of fund provided and the long process taken by the school of graduate studies of AAU to reach on the financial decision of the proposal, shortage of transportation to the sample schools, and lack of interest to respond to the interview questions by some supervisors were some of the major problems faced.

1.6 The Research Methodology and Procedures of the Study.

1.6.1 Method of Research

As mentioned earlier in this chapter, this study is aimed at conducting systematic investigations on quality of education in secondary schools of Oromia regional state so as to understand and describe the causes for quality problems. The method employed in this study was descriptive method because it helps to reveal the current major factors affecting the quality of education in the selected high schools.

1.6.2 Data Source

Data sources in this study were of both primary and secondary ones. Secondary data were collected from recent publications. Relevant books, journals, relevant technical documents prepared by Ministry of Education, & Oromia Education bureaus, yearly reports & related documents from the high schools were the sources. Primary data were collected from principals, teachers, students and woreda and Zonal officials of the respective high schools. Moreover, observation regarding the availability of school facilities & related matters in the sample schools were made.

1.6.3 Sample population and sampling technique

There are fourteen zones in Oromia national regional state. From these, three of them (21.4%); namely East showa, East Wollega and East Hararge were chosen using purposive sampling. The reason for using purposive sampling technique in determining the sample was to avoid the probable focus in a certain geographic area so that the conditions in different areas were reflected and the study becomes representative.

In addition, the zones were considered due to availability of infrastructure like road, electricity and telecommunication services. In this case East Showa is ranked first, East Wollega is ranked second and finally East Hararge is ranked third (last). Prior consultation with Regional Education Bureau was made to classify these

zones. There are 43 secondary schools (including those with grades 9 and 10) in the three zones. In each zone, six secondary schools with a total of 18 (41.8%) were chosen using probability-sampling technique. Accordingly, the following schools were included in the sample.

1. East Shawa zone	2. East Wollega	3. East Hararge
a) Adama Secondary School	a) Gida Ayana Secondary school	a) Dedar Secondary School
b) Zuway " "	b) Gute Seco. School	b) Girawa " "
c) Arsi Negelle " "	c) Mekonnen Damiso " "	c) Alamaya " "
d) Merti " "	d) Darge " "	d) Gursum " "
e) Mojo " "	e) Sire " "	e) Kombolcha " "
f) Shashamannee " "	f) Gatama " "	f) Kersa " "

Regarding the respondents, school principals were included in the sample by using availability-sampling technique since they are few in number. The other groups of respondents constitute students, teachers and supervisors. Fifty students from each school making up a total of 900 students out of 8662 (10.4 %), twenty teachers from each school making up a total of 360 teachers out of 672 (53.6%) and nine supervisors out of twenty nine (34%) zonal and woreda supervision department heads were included using probability sampling in such a way that after the number of students, teachers and supervisors required were decided they were requested to pick papers on which a number was written one by one. The above schools, students, teachers and supervisors were selected using probability sampling since the populations are relatively large.

1.6.4 Instruments for data collection.

In order to gather first hand information pertaining to the subjects of the study, questionnaire and interview questions were set and administered. Questionnaire is used for its appropriateness to secure data from many people at a time and for its natural characteristics that allow informants express their ideas and opinions freely.

Thus questionnaire composed of both open ended and close-ended items were set and administered. Besides, interviews were used as an instrument to get information from officials. In addition, observation was used to compare opinion of respondents with relevant issues.

1.6.5 Procedures of the study

The questionnaire was initially developed in view of the basic research question of the study. Before it is administered to respondents, a pretest was carried out in one high school to ensure language clarity and appropriateness of the item contained in the questionnaire. Expert in the field were consulted and appropriate change was made depending on comments collected during the tryout. At last, this questionnaire was set in their final forms. Objectives of the study were explained to respondents to maximize return of questionnaire. In addition, interview guide questions and observation checklist were developed.

1.6.6 Method of data Analysis

After the questionnaires have been returned from respondents, data gathered from respondents were tabulated in such away that it describes the characteristics of respondents and percentage of responses to the given item.

In addition to this, chi-square at 0.05 level of significance was employed to determine the differences between the responses of the sample groups.

1.7 Definition of operational terms

Customers- In the context of education is students, parents, governors and employers or government. (Sallis, 1993: 31)

Performance standard-is an objective sentence articulating a specific content area or skills focus we expected the students' work to demonstrate (Zmuda and Tomiano, 2001:53).

Standard- the knowledge and skills that are considered appropriate and adequate for students to have acquired at particular levels in education system (Kellaghan and Greaney, 2002:24)

Class-size- this refers to the number of students assigned to and enrolled in a specific class under the direction of a specific teacher (Deighton, 1971:157).

Factor: A cause or determiner that underlines and influences performance (Good, 1973:233).

Total Quality Management-refers to a total commitment to quality (Badiru and Ayeni, 1993:4)

Secondary schools - refer to the schools teaching grades (9-10) and (9-12) according to Ministry of Education (MOE, 1995:17).

Quality - is the level of excellence in performance which can be measured by establishing an acceptable criteria and standards of good Performance (Mosha, 1998).

Shift - refers to a scheme of school organization where in the student body is divided into two or three groups and attends school for part of the day alternatively (WB,1988:48).

Stakeholders- refer to those who have a vested interest in education, its process and its outcomes (Margatroyd and Morgan, 1992:5).

Quality assurance- refers to the determination of standards, appropriate methods and quality requirements by an expert body, accompanied by a process of inspection of evaluation that examines the extent to which practice meets these standards (Murgatroyd and Morgan, 1992:45).

1.8 **Organization of the study**

The research report is organized in four chapters. The first chapter contains the background of the study and its approach. The second chapter deals with a review of related literature, and the third chapter deals with presentation and analysis of findings. The final chapter contains summary, conclusions and recommendations of the study. At the end, papers containing relevant information that were used in this study have been annexed in the appendices.

CHAPTER TWO

Review of the Related Literature

2.1 The Concept of Quality

The term 'qualitas' was a translation of the Greek word, which was used by Plato and Aristotle to pick out what was distinctive of a thing, its existence. A thing's qualities were the attributes, which distinguished it from other types of things. It was also used more generally to pick out attributes of people, qualities of mind and character, such as independence and honesty-usually good qualities (Peters, 1977: 23). Philip Crosby, 1979, pp 14-15 cited in Schlechty (1990, 57) states:

> *The first erroneous assumption is that quality means goodness, or luxury, or shininess or weight. The word 'Quality' is used to signify the relative worth of things in such phrases as 'good quality', 'bad quality and that brave new statement' quality of life.*

According to Peters (1977: 25) assessments of quality depend on the isolation of distinctive attributes which are thought to be either intrinsically or instrumentally valuable; judgments about whether a particular thing possess these attributes in a pre-eminent degree.

Different writers have tried to explain quality. For example, Sallis (1993:11) defined quality, as "*we all know quality when we experience it, but describing and explaining it is a more difficult task*". In addition Sallis (1993: 22-23) explains that quality can be used both as absolute and a relative concept. Quality in every day conservation is mainly used as absolute. In the absolute definition things, which exhibit quality, are of the highest possible standard, which cannot be surpassed. This is to indicate that quality products are things of perfection made with no expense spared. Quality as a relative concept is the sense in which it is used in total

quality management (TQM). The relative definition views quality not as an attribute of a product or service, but as something, which is ascribed to it. As such quality can be judged to exist when a good or service meets the specification that has been laid down for it. This definition of quality has two aspects to it. The first is measuring up to specification. This is measuring up 'fitness for purpose or use'. The second meaning is meeting customer requirements (Badiro and Ayeni, 1993:2). Organizations who follow the TQM path regard quality as being defined by their customers (Sallis, 1993:24;Hoy, Bayne-Jardine and Wood; 1999:15). The reason for this is that customers are the final arbitrators of quality and without them the institution does not exist. Quality can, therefore, be defined as that which best satisfies and exceeds customers' needs and wants.

Quality can also be defined by means of identifying longer-term aim, which helps to define medium term goals and lead to the immediate short-term objectives. By closely specifying objective and striving to achieve them, we find ourselves led towards the achievement of related goals in pursuit of the ultimate aims (Hoy, Bayne-Jardine &Wood; 1999:15).

A very important and powerful definition of quality is that quality can be said to lie in the eyes of the beholder (Sallis; 1993:25). Accordingly it is the customers who make the judgment of quality. Customer-driven quality refers to a notion of quality in which those who are to receive a product or service make explicit their expectations for this product or service and quality is defined in terms of meeting or exceeding the expectations of customers (Murgatroyd and Morgan; 1992: 46). In line with this concept market-driven quality is quality defined in terms of fitness for use (Juran, 1979 cited in Murgatroyd and Morgan; 1992: 46). According to Murgatroyd and Morgan (1992: 45-46), there are three issues of quality.

Quality assurance-refers to the determination of standards, appropriate methods and quality requirements by an expert body, accompanied by a process of inspection or evaluation that examines the extent to which practice meets these standards.

Contract conformance- is where some quality standards have been specified during the negotiation of forming a contract.

Customer-driven quality- refers to a notion of quality in which those who are to receive a product or service make explicit their expectations for this product or service. Furthermore, Sallis (1993:26) states that there are three other important quality ideas.

Quality control - Is the oldest quality concept. It is an after-the-event process concerned with detecting and rejecting defective items. Quality professionals known as quality controllers or inspectors usually carry it out.

Quality assurance -It is a before-the-event process. Its concern is to prevent faults occurring in the first place. It is a means of producing defect-and fault- free product. In this case, the aim is quality for zero defects.

Total Quality Management -Incorporates quality assurance, and extends and develops it. It is about creating a quality culture where the aim of every member of staff is to delight their customers and where the structure of their organization allows them to do so. In this definition, the customer is sovereign.

All the definitions of quality indicate that quality is dynamic idea and exact definitions are not particularly helpful (Sallis; 1993:22). As such how the word 'quality' is interpreted will always be open to discussion as it is a subjective term (Deer; 1996: 161).

2.2 Quality of Education.

2.2.1. The concept of quality in Education

Until the early 1990s, the pursuit of quality in schools was implicit in such activities as curriculum development, rather than explicit in programmes for school improvement. The concept of quality as a management was only just beginning to merge within the car industry. By the early 1980s, competition from Japan has generated a desperate financial crisis of the Ford Motor company-ironically so, accountants dedicated to reducing costs and tightening budgets. During the 1990s, as the notion of managing quality has become formalized in business applications, so several attempts have been made to transfer the idea of quality to educational settings (Maurice Holt in Hoy, Bayne-Jardine and Wood, 1999:1-2). Quality in education is linked to purpose. Education is to do with learning, rather than with social control and advantage. Quality is dependent upon the particular context in which it is applied. Quality essentially is part of the learning process, a learning process that is the purpose of educational organization. Margaret Maden and Josh Hillman, Cited in Hoy, Bayne-Jardine and Wood (1999:13) pointed out that improvement is achieved by the whole school; by the teacher, but also by the pupils by all staff, not only the teachers; and by the parents and wider community.

2.2.2 Meanings and definitions of quality of education

Literature on the quality of education often covers very broad concepts. Under the quality of education umbrella term may be included: content and methods of teaching, management of the educational process, what that students learn and who the learners are, as well as attempts to adapt education to changing needs through innovation (Coombs, 1969). Teachers and others engaged actively in education look at what is going on in terms of its educational value. Their valuations, on which their estimates of 'quality' are based, will relate to intrinsic considerations of

two types-the first to do with the approximation of their products to their concept of an educated man, and the second to do with efficacy of various process of education in achieving approximations to such products out of children who came to them at very different levels of development (Peters, 1977: 25). Quality for them will therefore be understood partly in terms of level of achievement in relation to some ideal standards, and partly in terms of efficiency relative to the standards of intake. According to Peters (1977: 27) there could be:

i. Product judgments of quality, which related purely to the degree to which those who had been at school or a college satisfied the multiple criteria involved in 'being educated'. In this case quality of education involves quality of the product (Hawes; 1985: 255).

ii. Process judgments of quality, which took careful account of the state of students before they entered such institutions and measured the extent to which they had progressed towards being educated from a given base-line. Accordingly we can say education has a quality if it exhibits some of the criteria associated with education, in either the product sense or in the process sense to a pre-eminent degree. But it is usually very difficult to say that there is more or less quality, because of the multiplicity of the criteria involved.

Quality implies different things to different people. Every one is in favor of providing quality education (Sallis; 1993: 21). The argument starts because there is a lack of agreement as to what it means. According to Sallis (1993: 27-29), in defining the quality of education, it is always necessary to ask two fundamental questions when trying to understand quality. The first is, what is the product? And the second is, who are the customers? The product of education is often the pupils or the students. Learners are often talked of as the output. The difficulty is that it is

impossible to produce pupils and students to any particular guaranteed standard. The idea of the learner as a product misses the complexities of the learning process and the uniqueness of each individual learner. Therefore, it is more helpful to view education as a service rather than a product line. Service quality characteristics are more difficult to define than those for physical products since they include many important subjective elements.

Hoy, Bayne - Jardine and Wood (1999, 10) define quality in education as an evaluation of the process of educating which enhances the need to achieve and develop the talents of the customers of the process, and at the same time meets the accountability standards set by the clients who pay for the process or the outputs from the process of educating. Accordingly, quality in education is clearly linked to purpose. A quality education is one that enables children to reach high level academic outcomes (McDerMott; 1988:55). According to Ross and Mahlck (1990:71), an adequate definition of quality of education must include student out comes.

The common views of quality in education given by educators and policy makers, according to Adams (1993) cited in Asseffa Berhane (2002: 29-30) are:

Quality as reputation - the existence in the minds of most people folklore about which are the best educational institutions in a country. However, the basis for reputation often includes information or assumptions about inputs and outputs.

Quality as a process - reflects not only inputs or results, but also the nature of the intra institutional interaction of students, faculty, and others; the whole institutional environments.

Quality as resource and inputs - fiscal resources, number and qualification of teachers, student quality, size of pedagogical materials and curriculum, extent of facilities and overall prestige.

Quality as content - reflects the particular bias of a community, an institution or a country toward a body of knowledge, skills or information.

Quality as outputs or outcomes - achievement in knowledge, skills, entrance ratios to next level of education, income, & occupational status of graduates. This shows how well institution prepares students to become responsible citizens in skills, attitudes & values relevant to the country's needs.

Quality as value added - A measure of change-how the students have changed because of the learning program, the culture, and the norms of the institution; how the institution helps students to achieve their potential or enlarge human capacities. The value added consists of learning gain and the increased probability of income-earning activity (World Bank, 1995:45).

Public debate on the quality of education usually concentrates on a small number of issues that most frequent of which is the students' level of achievement. But it appears that the general concept of educational quality is complex and multidimensional. Evaluating the quality of the educational system as a whole, or a part of that system entails analyzing first and for most (Grisay and Mahlck, 1991:34):

a) The extent to which the products or results of the education provided (i.e. the knowledge, skill and values acquired by the students), meet the standards stipulated in the system's educational objectives and.
b) The extent to which the knowledge, skills and values acquired are relevant to human and environmental conditions and needs.

But the notion of quality cannot be limited to students alone; it should also take into account their determinants (especially if the ambition is to improve quality) i.e. the various means such as the provision of teachers, buildings, equipment, curriculum, text books and teaching- learning process, etc. (Grisay and Mahlck; 1991: 4). There is no such thing as general definition of educational quality, since the concept of

quality depends on one's concept of the ultimate purpose and objectives of education (Beeby, 1986:37). In line with this Kellaghan and Greaney (2001:22-23) have explained the role of education as related to its purpose and objective. Accordingly for some, the role of education is fostering students' cognitive, moral and social development; for others, education is a means of promoting social cohesion and nation building; for others, it is a preparation for the world of work. It may be because of this divergence in views that many, though not all, system assessments focus on knowledge and skills that are universally accepted as important.

In general, quality in education can only be conceived as being relative and related solely to the context in which the education is provided. However, in education, quality makes the difference between success and failure (Sallis, 1993:11). Quality demand is increasing. Work is required to be done faster and better. Quality demands are up. This is due to downsizing, restructuring and the needs of organizations that are facing foreign competition (Gerber and Brown; 1994: 197). Therefore, quality education at every level is an absolute necessity today (Mitra, 1998: 663).

2.3 Educational Standards

The idea of standards is closely related to the idea of quality, and has had a part in much debate about education since the 1980s (Kellaghan & Greaney; 2001: 23). The philosophy or ideology of a government will implicitly or explicitly determine goals and specify standards for different aspects of education, although naturally each one will differ in the relative emphasis it places on cognitive as compared to affective achievement and social skills (Grisay and Mahlck, 1991:4). This means that education standards must be viewed as being relative to the particular purpose, place and time of student. When students receive performance standards which

articulate a specific content area or skills focusing on expected students' work regularly and consistently in advance of their assignments, their work change both qualitatively and quantitatively. Much of the confusion in the debate on the decline of educational quality stems from the common belief that there exists a set of universal and eternal criteria for judging the achievement or performance of pupil's schools or the entire educational system. But, since the conditions and needs vary from one country to another, and knowledge and technology are constantly changing, educational standards must be regarded as fundamentally relative (Beeby, 1969). Furthermore, standard set should be periodically reviewed - on the basis of research studies - also because aspirations and expectations of the population change (Grisay and Mahlck, 1991: 4). For this purpose, content standards and instructional objectives can serve as important point of entry for teachers and administrators working to revise curriculum (Zmuda and Tomiano; 2001: 28). Finally changes in standards must be related to changes pertaining to learning conditions, such as resources, classroom practices, and teacher competence.

2.4 Measurement of Quality of Education.

As stated earlier, quality in education is difficult to define and measure (World Bank, 1995:2). Regarding this, Tegegn Nuresu (1998:41) expressed that a discussion on the quality of education usually focuses on level of pupils achievement in examinations, parents satisfaction of the outcome of education, relevant skills, attitude and knowledge acquired for life after schooling and the condition of learning environments. However, some of these are subjective and hence, are difficult to measure. There are a number of indicators that contribute to the quality of educational provisions. These are pupil-teacher ratios, class-size, and availability of facilities and qualification of teachers.

One indicator of the quality of schoolwork is the rate and frequency with which students complete an assignment; the performance, moreover, must conform to the requirements of the task (Schlechty, 1990: 58). On the other hand, the quality of educational system, or part of the system is often described in terms of inputs into the teaching process rather than in terms of student achievement, basically because inputs are easier and less costly to measure. Furthermore, these measurements focus on formal rather than actual quality characteristics for example, a school can have highly qualified but not necessarily motivated staff, where as another can be poorly equipped and yet able to make good use of the few facilities it has. There are also some indicators which are frequently used by planners in developing countries as approximate means of measuring quality, e.g. repetition, dropout, promotion and transition rates. This is probably due to their availability (Grisay and Mahlck, 1991: 4-5). Nevertheless, whilst they are useful for making aggregate comparisons between regions of a country, and between countries, they are less relevant for analyzing differences in performance between schools and between students with in the same grade. For this, measures of learning outcomes will be necessary (Lockheed and Hanshek, 1987). Learning outcomes are typically being measured through standardized measurements of student learning implemented at the end of the schooling grades (Gropello, 2003:9). Most countries now have some form of national standardized assessment given at the end of schooling cycle. In cases where those does not exist, results of simple school leaving examinations can be used as proxies, but the probable lack of comparability of the results. These measurements may provide a sort of mechanism to keep some attention placed on quality of instruction (Schiefelbein, 1990:21). Finally, the participation in regional assessments or even international assessments would also provide a country with some measure of learning outcomes, and allow comparisons with other countries, providing some objective benchmarking of the country's performance. It is,

ultimately, advisable to measure learning outcomes through both national and non-national exams (Gropello, 2003, 11). Where such data like results in standardized achievement tests and further more, the attainment of more complex-but not less vital educational objectives-are rarely evaluated: individuals capable of working in cooperation with others to demonstrate ability of inquiry and problem solving, etc. can be used to measure quality of education (Ross and Mahlck 1990:41). In general, according to Ross and Mahlck (1990:72-73), every society has certain explicit or implicit measures or status indicators of educational quality such as educational inputs, educational outputs and educational processes.

2.5 Quality, efficiency and effectiveness

The concept of good education varies with the stage of development of the school system and of the teachers who serve it. Quality of Education according to Beeby (1966: 10-13) may be thought of at three different levels. At the simplest level is what might be termed the *classroom* conception of quality, quality as seen by an inspector of schools. This embraces such measurable skills as ability in the 3 R's, and the acquisition of a given range of facts about history, geography, hygiene and the like.

The second level is termed *outside the classroom* and into the *market place*, where the quality of education is measured by its productivity. The economist may show an interest in the relation between the 'input' and 'output' of the school system as a measure of its immediate productivity and efficiency. Economic efficiency signifies that cost and benefit values are attached to inputs and outputs (Grisay and Mahlck; 1991:6). According to economists an improvement in the quality of secondary education can occur by way of an increase in the volume of resources devoted to education or by an improvement in the efficiency with which existing resources are employed (Burkhead, Fox and Holland, 1967:5). An increase in the quality of resources takes the form of more and better inputs into education.

At third level, where quality is judged by broader social criteria, new sets of values must be taken into account, and clashes of opinion become inevitable. At this level every one becomes an expert on education and each judges the school system in terms of the final goals we set for ourselves, our children, our country. Among these three levels, it is at the classroom level that the greatest measure of agreement on quality will be found (Beeby, 1966:13). Beeby (1966:15) argued that any fall in the quality of the work might be expected to increase the number of failures and dropouts in schools.

The term 'quality' and achievement (i.e. Students' examination results or test performance) are some times used interchangeably by planners and administrators when describing the evaluation of the educational system or when comparing the situation of a school or group of schools (Grisay and Mahlck, 1991:5). In response to public concern in the 1960s, those in positions of political responsibility for the quality of schools implemented local, state and even national school reform initiatives. As a result of this demand for evidence of school effectiveness, over the past few decades billions of dollars were invested in USA in the production, administration, and the use of standardized tests (Stiggins, 2002:19).

Most recently, state wide standard based assessments have become the latest approach to outcome accountability. Standard based approaches are similar in some respects to minimum competency testing, but different in others. For example, performance based assessments were rarely used in minimum competency testing, many standards-based approaches, however, include performance-based assessments that require pupils to produce or apply knowledge, not just remember it (Airasian and Abrams, 2002:55). An effective school is then a school, which gives a significant contribution to the students' achievement independently of the students' background and the community context (Gropello, 2003:11). In other words it is the value added by the school to the students' literacy, academic and

social skills through its teaching practices, general organization and management, etc. High quality schools are sometimes defined by their results e.g., cognitive tests or examination scores or by their material correlates (e.g. resources per students) (Lloyed, Tawilla and Clark, 2003:447). Quality education puts students at the center of the process; student achievement must be the school's first priority since schools exist because of students, this would seam self-evident (UNICEF, 2000:16). Assessment of academic achievement outcomes has most often been used in a summative rather than formative way. Testing information tends to be used primarily as a screening device to decide who can continue to the next grade of level rather than as a tool to help improve educational quality for individuals and systems (UNICEF, 2000:19).

Current state legislative policies across the United States aimed at strengthening educational accountability through standards based practice, parent choice, and charter schools emphasize policy makers' beliefs that schools may be evaluated in terms of their effectiveness in educating their students (Heck, 2000: 20), educational practitioners have often been reluctant to rely solely on these types of indicators of educational quality (Salgank, 1994 in Heck 2000:513). One important issue is that the use of student outcomes as an indicator of educational quality raises concern about test fairness (Oakes, 1989 in Heck, 2003:513). For examinations (tests) to improve quality of education, quality of examinations themselves should be considered carefully. Regarding the quality of examination, Kellaghan and Greaney (1992:9) have argued that defects of examinations have been pointed out in numerous occasions in African countries. These are:

i. Most examinations, at both primary and secondary level, are limited to pencil-and-paper tests and so ignore a variety of skill that cannot be measured in this way.

ii. Examinations emphasize the achievement of scholastic skills paying very little attention to more practical skills.

iii. In most examination questions, the student is required to recall or recognize factual knowledge, rather than to synthesize material or apply principles to new situations.

iv. Many examinations contain very little reference to the every day life of students out side the school, dealing with scholastic topics and applications for the most part, rather than, for example trying to find out if a student can use money in the market place.

v. The quality of actual items used in tests is often poor. If schools gear their teaching to such examinations, then they are unlikely to be successful in developing in their students the kind of knowledge and skills that most people would regard as desirable.

As a solution to improve quality of examination, accreditation of institutions may be useful. This is, on the one hand, the relationship between government and increasingly autonomous institutions changing and, on the other hand, individuals are less and less likely to start and complete a qualification of a single institution over a single period of time. Accreditation mechanisms need to establish a new link between the assessments of individual completeness and evaluation of institutional capacity and performance (World Bank, 2003: 67). This is because accreditation and certification systems help learners move easily and efficiently between different types and levels of learning. Several countries have developed national qualifications frame works that assign qualifications from different institutions to a set of levels, with each level linked to competence standards since the 1980s-Australia, England, New Zealand, Scotland were the earliest to do so (World Bank, 2003:65). Other Asian and African countries have announced plans to develop framework. Institutions are held accountable for the standards of service they

provide (Stone, 1977:8). To control quality and maintain accountability, many countries, including Chile, Colombia, France and the United Kingdom, have established national standards and assessments at the primary and secondary education levels (Lethwood, Edge, and Jantzi, 1999 in World Bank, 2003:68). It is important to distinguish between selection tests for access to the next level of education, which virtually all countries have, and tests at various stages of schooling certifying learning and providing for accountability, which are less common (World Bank, 2003:68). In relation to accountability one may ask as to who may be responsible if quality does not reach an acceptable standard. Kellaghan and Greaney (2001:27), in an attempt to answer this question, argue that government, educational planners, managers, teachers, students, teacher-training institutions, parents, and even taxpayers are all accountable. In general, it is safe to say that everyone should be held accountable for matters over which each has control. Finally there are alarming numbers of students who do not master certain desirable levels of reading, writing and arithmetic as required for their grade level. Therefore quality control can help identify special and common causes (Mitra, 1998:663).

2.6 Quality and Expansion

Any attempt to open up the system, be it universalization of primary education or going comprehensive secondary education seems inevitable to lead to the belief that mass education will be achieved at the price of lower quality (Grisay and Mahlck, 1991:6). In other words, little concern has been raised over the question of quality in mass education. In developing countries, the quantitative expansion of education has been much more rapid than that of any other social variable. According to Tedesco (1997:34), the expansion of school enrollment at all levels, especially since the 1960s, has increased without adequate attention to quality. In

this respect, it is the link between the quality and quantity of educational services that needs revising. What is taught and who should learn are therefore two issues that have to be considered as a single set of problems. Magnen (1991:130) states that while we know how to build schools for a growing number of pupils our knowledge about methods to improve the quality of education is much less advanced. Like wise, Baum and Tolbert (1985:119) expressed that developing countries are educating more of their population than ever before but the quality of education is often poor and graduates frequently find that what they have to offer is not what employers want. This indicates that expansion was achieved at the cost of quality. As a result the expansion of secondary education, which has been considerable in most countries, has never been able to satisfy the social demand (Grisay and Mahlck, 1991:5).

So far, the main emphasis has been improving access and participation. In the challenging environment people face today, access is only the beginning. The education that people have access must be of good quality in order to provide skills needed to operate successfully in complex, democratic societies with changing labour market (World Bank, 1999:7). According to report of the World Bank (1988:51), due to problems of decreased financial resources, commentators in a number of African countries have expressed concern about decline in quality of education being offered in schools. Comparing the advantage of participation with quality, on the basis of analysis by using data from Brazil, a study has confirmed that the estimated social rate of return to quality of schooling is much higher than the social rate of return to quantity of schooling, and thus developing countries such as Brazil might allocate resources more efficiently by improving quality, rather than increasing the quantity, of their school systems (Cohn and Gaske, 1990:131).

The value of providing quality education is enormous, specially, these days. Quality is the key to achieving the imperative for the new millennium-an educated, skilled population who can operate in democratic societies to meet changing labour market needs. The society that will compete most efficiently in the 21st century be the society that realizes the goal of providing high quality, life long education for all its citizens. This is an expensive proposition, but the return on the investment to achieve this goal will fully justify the expense (Poole, 1995:380). There is little point in expanding access unless there is reasonable quality. If people are not gaining knowledge, skills and values they need, resources invested in teaching and learning are wasted (World Bank 1999: vii).

2.7 Factors affecting Quality of Education.

2.7.1 Students' capacity and motivation to learn.

Students' capacity and motivation to learn are determined by the quality of the home and school environments, the students' health and nutrition status and their prior learning experiences, including the degree of parental stimulation. Family income influences school outputs indirectly through the status and process variables (Burkhead, Fox and Holland, 1967:90). The principal source of children's capacity and motivation to learn is the family, through genetic endowment and the direct provision of nutrients, healthcare, and stimulus (World Bank, 1995:75). School systems work with the children who come into them. The quality of students' lives before beginning formal education greatly influences the kind of learners they can be. Many elements, therefore, go into making a quality learner, including health, early childhood experiences and home support (UNICEF, 2000:3; World Bank, 2001:42).

The capacity of secondary school students to learn depends on the quality of schooling at primary level. Hence, the quality learning that schools produce need to be considered. This requires educational institutions to meet outcome criteria

through standard setting. Bishop (1996:7) expressed that in standard-driven education system, schools would teach to standards, students would study and work with standards in mind, achievement of the student of the standards would be assessed in a fair and transparent manner, and there would be positive consequences for students (and their teachers) who do well on the assessment. These performance standards would be set by the ministry of education and expressed in mandated curricula and examinations in most countries.

Pupils changing attitudes towards education is one of the problems of formal education. According to Amonoo (1989:11) the believe of students that success in life (in material terms) can be achieved outside formal education: trading, farming, politics, etc. can be cited among others like relevance of education, material constraints, examination-mindedness, job security, etc. all affect quality of education.

The other important thing is the attitudes that students have for their teachers. Investigations and studies prove that failure of education is due to unharmonious relationships between teachers and students refusing to accept teachers' advice and instruction. The basis for establishing good relationships between students and teachers is mutual trust, democracy and equality (Mingyuan, 1989:91). More specifically, teachers should trust that students are willing to learn, are willing to uphold this trust and can correct mistakes if they have patient education. Education will become very easy once students trust teachers. The above discussion reveals that students' capacity and motivation to work contribute highly to the quality of education.

2.7.2 Teachers' knowledge and skill, experience and motivation.

The more people know the more they can do. The better-educated staff the better able they will be to under take quality improvements (Sallis, 1993:49). It is the

quality of the teacher that influences the quality of learning in the classrooms (Dear, 1996:160). The quality of the teaching staff is measured by their educational level (OECD, 1973:77). Of all inputs required to carryout an educational activity effectively, teachers are the major component in successfully accomplishing the task. They occupy almost a crucial position in the modern society because they serve as a bridge to link the society and the educational system.

Effective teaching is determined by the individual teacher's knowledge of the subject matter and mastery of pedagogical skills, which create a strong positive effect on student achievement. For this to happen adequate preparation is required. This means that a teacher needs professional training to be able to understand the needs of the students and to assist them expertly in a more effective way. Teachers in secondary schools are responsible to bring a large number of knowledge to their pupils. For this reason, they are required to take a greater amount of advanced work in one or more subject areas than do elementary school teachers. Regarding this, Meyer and Gayle (1996:43) expressed that secondary school teachers must be well educated and competent in their professional skills. This emphasizes the need for an adequate preparation in the subject(s) to be taught by a secondary school teacher.

Teachers are fundamental to educational delivery and the quality of education will depend largely on the quality of teaching and teacher effort (Carnoy, 1999:83). Teachers are increasingly being asked to accept a fuller responsibility, of creating conditions to pupils' learning, and mastery of learning offers exciting possibilities in doing so (Drever, 1985:139). Similarly, OECD (1992:79) argued that improving educational quality has become a wide spread priority and in this the role of teachers is pivotal and successful reform is realized by and through them. For teachers to accomplish this responsibility, Carnoy (1999:84) has argued that if teachers are crucial, educational policy makers will need to get a much clearer

picture of who their teachers are, how they view their role in the system and the type of incentives, regulations, and training that will increase their effort and improve their capacity to transmit knowledge to students. Among other problems the quality of teachers is most crucial, because qualified personnel in the future should not only have knowledge, more important, they should be devoted and faithful to their tasks. The influence on students by a teacher's own personality cannot be replaced by any teaching material or technological equipment (Mingyuan, 1989:89). Thus the quality of teachers is the key to the effectiveness of education.

Teachers' subject knowledge, an intended outcome of pre-service training, is strongly and consistently related with student performance. The most effective strategy for ensuring that teachers have adequate subject knowledge is to recruit suitably educated teachers whose knowledge has been assessed. Well-designed, continuous in-service training is a second strategy for improving teacher subject knowledge and related to pedagogical practices (World Bank, 1995: 82-83). The highest quality teachers, those most capable of helping their students learn, have deep mastery of both their subject matter and pedagogy.

In addition to qualification, experience of teachers is another important factor that create favorable condition in teaching. Regarding this, Caillods (1989:156) has noted that, the development of stronger instructional and classroom management is gained through experience. Those teachers with long teaching experience can minimize the amount of time needed for administrative procedure matters in the classroom. Experienced teachers introduce appropriate methods and techniques of teaching that can relate the learning activity with pleasant event and consequences. They are also able to create an environment that assists students to feel good about them. However, according to research findings, majority of developing countries

including Ethiopia, have faced serious shortage of well-qualified and experienced secondary school teachers.

Ones the teachers' qualification is fit to the standard i.e. knowledgeable and well skilled with sufficient experience, their working conditions which include remuneration, professional development, availability of learning materials, effective and democratic leadership (quality of administrative support and leadership), free from stress, etc. affect their ability to provide quality education and therefore be considered. Regarding this ILO and UNESCO (1994) argued that major emphasis on teachers' working conditions, salary, and their decision-making role in educational change at the national and local level is central to improving educational quality. In addition, a UNESCO conference on the status of teachers (1966:114) stated:

> *"Amongst the various factors which affect the status of teachers particular importance should be attached to salary, seeing that in present world conditions other factors such as the standing or regard accorded them and the levels and appreciation of the importance of their functions-are largely dependent, as in other comparable professions, on the economic position in which they are placed."*

The above statement indicates that teachers need incentives, which is one form of motivation. Motivation is a critical determinant of performance (Lunenburg and Ornstein, 1991:88). Similarly, Noah and Morrison (1997:134) state that de motivation was found to be the cause for poor quality teaching. This implies that better motivated teachers provide better methodology of teaching and guidance services. Hence, to help teachers exert effort in a manner appropriate to their specific jobs, motivation is necessary. If motivated, a teacher might show greater effort by developing various types of media and other supplementary materials to

accompany the text used for a course. Therefore, emphasis is necessary to enhance motivation of teachers for school improvement whereby teachers play an active role in the operation of the school. Accordingly, the motivation of teachers lies at the heart of change for the better and sustaining motivation deserves greater attention. In general, good performance requires having adequate and well-qualified teachers who are motivated to work hard.

2.7.3 Relevance and development of curriculum.

The curriculum defines the subjects to be taught and furnishes general guidance regarding the frequency and duration of instruction. Curricula and syllabi should be closely linked to performance standards and measure of outcome (World Bank, 1995:77). National goals for education, and outcome statements that translate those goals into measurable objectives, should provide the starting point for the development and implementation of curriculum (UNICEF, 2000). Curriculum should emphasize problem solving that stresses skills development as well as knowledge acquisition. Curriculum should also provide for individual differences, and focus on results or standards and targets for student learning. In addition curriculum structure should be gender-sensitive and inclusive of students with diverse abilities and backgrounds, and responsive to emerging issues such as conflict resolution (UNICEF 2000:9). The problem is that curriculum changes are made without assurance that teaching materials to implement the changes are available. There is little or no monitoring of educational quality and comparison of output on a national or regional basis (Baum and Tolbert, 1985:124). Sometimes, there is a problem of relevance when curriculum is developed. In line with this, Seyoum and Ayalew (1989:8) argued that by the twentieth century, educators were confronted with large numbers of students who found the existing curriculum rigid, difficult, un motivating and irrelevant to 'real life' situations. Therefore when

changes in curriculum occur, it should be made relevant to the future life of the student and should be relevant to the development of the society as a whole. Hence, the quality of the curriculum affects the quality of education.

Preparation and development of a curriculum should be considered in light of what has been done to include the interests, needs and educational background of the students and their level of achievement. The content of the curriculum should be appropriate and proportionate to the knowledge level of the learners, if the desired quality of education is to be attained effectively. In relation to this, Coombs (1986:105) argued that quality of education pertains to the relevance of what taught and learned to how well it fits the present and future learning needs of the particular learners in question, given their particular circumstances and prospects.

In relation to relevance, appropriateness and level of content the Ethiopian secondary school curriculum has some problems. Regarding this, Amare (1998:295) has pointed out that, one of the major problems of the Ethiopian education system is related with appropriateness and relevance of the curriculum. i.e., subject difficulty and unnecessary burdensome number of subjects is the major problem. Additionally, irrelevance of the curriculum is the most critical problem in the education system of this country. Therefore the problems related with what is stated above affect the quality of secondary school education.

2.7.4 Quality of infrastructure/facilities

Physical learning environments or the places, in which formal learning occurs, range from relatively modern and well-equipped building to open air-gathering places (UNICEF: 2000:5). Therefore infrastructure included, classrooms, study rooms, offices, toilet rooms, water and electricity service, etc. According to ministry of Education (MOE, 2003:18), school facilities include water, latrines, clinic, library, pedagogical center and laboratories. These materials are required to

be proportional to the number of teachers and students in the school. In explaining the importance of school facility, Williams (1986:104) states: *the learning resource famine in Africa may be less news worthy than the food famine, but it may prove almost as a destructive of Africa's future.* This indicates how much harmful is shortage of school facility in performing instructional activity.

Library is one of the school facilities, which is useful for education to be carried out properly. A school library serves a school's needs in that it is the working tool of education. In it are stored information, ideas and opinions that will provide the basis for learning by pupils. Furthermore, it is described as the center of the school's intellectual life and it is described as the center of the school's teaching program. A lively and effective teaching program in a school depends on a well-organized library. According to Rossoff (1992:193), an academic library is the heart of the school anatomy and the library in high school teaching reaffirms the fundamental role of the classroom instruction. Since the role of school is essentially curriculum enrichment, it follows that it is intensely concerned with course of study content. Hence the essential purpose of the school library is to help students find the media of information, which they need to carry out classroom assignments and to satisfy their own personal interests. To achieve this purpose, a secondary school library will need first of all an adequate, up-to-date and comprehensive stock; need to have enough space to accommodate students and finally need to have trained personnel to promote effective library service.

Laboratory is also one of the facilities, which is useful especially for science teaching. To acquire scientific knowledge systematically in depth, the most important means is the teaching of science that should give an increased emphasis in enhancing student involvement in scientific investigation through laboratory work and field study. The emphasis arises from the view that science cannot be effectively learnt from books and lectures alone and neither can it be taught by simply telling students about science. In order to learn science one must do it. That

is, a student has to be involved in a real scientific investigation. Real scientific investigation does dual purposes. On one hand, it gives the student knowledge of the subjects and on the other; it provides the learner some understanding of scientific processes (Mekuanent, 1992:19-23). Therefore if science studies are to progress, secondary schools should be supported by laboratory which contain adequate facilities and materials.

Although the in availability of any one of the school facilities affect quality of education, it is hardly possible to imagine teaching-learning process to be carried out in the absence of *classroom*. Therefore, one of the variables to which a great deal of attention has been devoted, is class-size. A class is a group of pupils who follow one class of a teacher at the same time. Normally one section makes a class. Class-size is useful in organizing teaching-learning process, assessing utilization and in assessing quality indirectly (Tegegn Nuresu, 1998). Many countries significantly expanded access to primary education during the 1990s, but the building of new school has often not kept pace with the increase in the student population (UNICEF, 2000:8). In these cases, schools have often had to expand class sizes to accommodate large number of students. Now these poorly taught students go to the secondary education, which would result in poor achievement. There is a general feeling among educators that class-size is a crucial variable, and that educational out put can always be improved as class-size is reduced (Burkhead, Fox and Holland, 1967:33).

Although generally speaking most researchers, teachers and students prefer small class-size for effective teaching-learning process, the number of students in a class vary from country to country and from one subject to the other. Cohn and Ressmiller (1987:384) state that there is no optimum class-size, since the number varies with subject matter, the instructional mode employed, the individual students and the degree of students mobility between classes. However, according to Douglas (1954:457) classrooms should be convenient enough for students to learn comfortably. So he has suggested that since there must be sufficient space

between students with in the class, the typical classroom should not accommodate more than 35 to 36 students. In countries in which the average class size appears to be in the 35-45 pupils range, it is considered 'about right' (World Bank, 1988:49). Still, according to the World Bank (1988:40), substantial evidence from research supports the proposition that with in broad limits (between 25 and 50 pupils) changes in class size influence pupil achievement modestly or not at all. But since most classrooms are not designed for more than 50 pupils, & since discipline can be a problem, classes larger than 50 pupils should probably be discouraged. In general effective teaching-learning process take place in a relatively small class-size better than the large one (Wade, 1980:63).

Although effort is usually made to measure average class-size, for the most part, greater emphasis has been placed on the ratio of teachers to students (Burkhead. Fox and Holland, 1967:33). Citron and Gayle (1991:115) suggest that for students to get the education, low student-teacher ratio is required that could require hiring more staff. Then they argued that academic performance rise quickly, and dropout rates fall. Pupil-teacher ratio is believed that the less the number of pupils per teacher, the higher the degree of contact between pupil and teacher. Lower number of pupils per teacher, is considered a positive indicator of quality (Tagegn Nuresu, 1998).

2.7.5 Textbooks

After black boards and chalk, textbooks are the most common and most significant instructional materials in most countries. Almost all studies of textbooks in low-and middle-income countries show that the books have a positive impact on student achievement (Heyneman, Farrell and Sepulveda-Stuardo 1981, Fuller and Clarke 1994 cited in World Bank (1995:84).

Research findings suggest that a shortage of textbooks constraints the level of achievement. This is especially true for children of low socio-economic strata since their family cannot afford books to buy. Therefore ensuring that each student has

the right textbooks and workbooks for the approved curriculum could be an important factor in reducing learning problems. Textbooks facilitate not only the teacher's actual teaching work by reducing the amount of time that has to be spent dictating or waiting while the students copy from the blackboard, but it also enables the children to work at their own pace, at home as well as in class (Schiefelbein, 1990:22).

It is already stated that textbooks are one of the most important instructional materials to enhance effective learning. In light of this, Lockheed et,al. (1991:46), have asserted that, textbooks are the single most important instructional materials, because they deliver the curriculum. As a result, textbooks are central to schools at all levels. Moreover, it has been noted by Schiefelbein and Farrell (1982:48), research findings reveal that, the availability of textbooks in schools has a significant effect upon students' academic performance. Along with provision of textbooks, due consideration should be given to the quality of the textbooks in terms of relevance and usefulness to develop higher knowledge and better problem solving capacity. Without some basic revitalizing inputs, particularly textbooks and instructional materials, almost no learning can be expected to occur (World Bank, 1988:4). So, according to the World Bank (1988:4), the safest investment in educational quality is to make sure that there are enough books and supplies.

2.7.6 School Management.

According to Adesine (1990:7), management in general can be defined as the organization and mobilization of all human and material resources in any system for effective achievement of the identified objectives of the system. In any organization including the school system, effective management is considered to be a prerequisite for successful accomplishment of the organizational objectives.

In the school system, the manager (principal or head teacher) is a key person to organize and mobilize the schools' human and material resources for the successful realization of the educational objectives, so as to bring about quality of education.

This means that leadership is a crucial factor in school effectiveness and the key to organizational success and improvement. To carry out this responsibility, principals should be well qualified and experienced in related area. A good principal has multiplier effects on his/her teaching staff (Schiefelbein, 1990:23).

Appointments, whether external or internal, are crucial and yet people get very little practice or opportunity to consider the technicalities or skills. The process of selection for the right post should be two sided offering the greatest possible opportunities for the success of future relationships to be judged. That said, appointment of school authority is one of the most effective ways that they can influence the quality of the education the pupils receive. Since the promotion and subsequent career development of their staff is similarly dependent upon them, it is a responsibility, which carries great power (Phipson, 1986:36). Therefore, selecting good candidates could be highly rewarding. Many researchers have concluded that leadership is necessary to initiate and maintain the school improvement process (Cohn and Rossmiller, 1987:384).

Those school characteristics important for achievement center on school's leadership. It is clear that excellence is the most appropriate goal for a progressive democratic society and its schools. It is to the general benefit of society that schools continually strive for excellence. When schools become places of excellence they bring about development of excellent students. Excellent students must have excellent teachers and administrators and therefore reforms are needed in teacher administrator education (Nelson, Garlson and Palansky, 1993: 357). If teachers and school administrators are to behave as leaders rather than managers and technicians, then school systems must invent leadership development systems (Schlechty, 1990:143). This is to mean that making of the principal must continue beyond completion of a preparation program through placement as a school leader and support during novice years (Browne-Ferrigno, 2003:469).

As more emphasis is placed on effective schools, the role of school administrators will become even more critical (Smith, 1990:340). Principals are responsible for all

activities that occur within their school building. Principals are expected to perform many varied roles in today's schools, including manager, instructional leader, disciplinarian, human relations facilitator, evaluator, and conflict manager (Gorton, 1983 cited in Smith 1990:348). Similarly, in the United States, effective principals are well informed and perform well many technical roles related to supervision, instruction, learning, and evaluation (Lunenburg and Ornstein, 1991:341). Among its varied roles for example, as an instructional leader, the principal should (Realls, 1988 cited in Smith 1990:349):

- Speak for teachers;
- Establish the direction of instruction;
- Know and interpret research findings;
- Explain "best practices"
- Take risks in instruction;
- Work with and support teachers;
- Encourage sharing
- Help teachers assess and evaluate their impact
- Know how to teach and be accessible to teachers

With all these different areas to manage, principals need to be well skilled in management. To carry out these task individuals engaged in leadership need training opportunities to develop administrative skills through active learning activities (Browne-Ferrigno, 2003:470).

2.7.7 Teaching-Learning process

Good teachers are skilled not only in instructional methods, but also in evaluation and assessment practices that allow them to gauge individual student learning and adapt activities according to student needs. In this case many teachers and educational systems continue to rely almost exclusively on traditional paper-and-pencil tests of factual knowledge that tend to promote rote memorization rather than higher order thinking skills (Colby, 2000 cited in UNICEF, 2000:25).

Educational processes refer to the interaction between students and the personnel, the curriculum, the course requirements and offerings, and the organization of the educational environment as well as co-curricular and extra-curricular activities (Ross and Mahlck, 1990:73).

- Teachers are expected to thoroughly get prepared to carry out their teaching-learning process sufficiently. Also processes through which trained teachers use student-centered teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning improve quality of education (UNICEF, 2000:1)

2.7.7.1 Instructional time

Whether a teacher uses traditional or more current methods of instruction, efficient use of school time has a significant impact on student learning. Learning occurs when teachers engage students in instructional activities, rather than attending to administrative or other non-instructional process (Fuller, et. al, 1999 cited in UNICEF, 2000:13)

The opportunity to learn and the time on task have been shown in many international studies to be critical for educational quality (UNICEF, 2000:13). The amount of actual time for learning is consistently related to achievement. More time spent on wider coverage of the curriculum results in increased learning (World Bank, 1995:83). This means that longer school time is directly related to student achievement. The first strategy for increasing the amount of instructional time is to increase the length of the official school year, if it falls significantly below the norm. The second strategy for increasing learning time is to assign homework, an approach that has been effective in OECD countries (World Bank, 1995: 84). In general, evidence from both developed countries and less developed countries suggests that how, and how much, time is used for both in-school and out-of-school learning may be extremely important (Cohn and Rossmiller, 1987:396).

2.7.7.2 Language of Instruction

Most of the time, the language of instruction is the concern of all teachers. Not simply because it is through the language of instruction that, the content of the subject is delivered to students, but also, because it is through linguistic interaction that, the students acquire the desired intellectual abilities which makes the constructive activity possible (Marew, 1998:205). Regarding the usefulness of effective communication in teaching-learning process, Kuper,(1998) cited in Dereje (1998:188) has asserted that:

> *In general, one of the areas that ensure curriculum relevance is the immediacy of events, ideas and phenomena that are communicated to the learner through the language s/he can understand. Instructional processes are by and large the acquisition when classroom instruction is facilitated. That must be the relative end of curriculum under taking, since many educators argue that, low achievement is due not to lack of student intelligence, to communication problems.*

The above idea reveals that, the language of instruction is a key factor either to facilitate or hinder the quality of education. That is there should be effective communication between the students and the teacher in order to enhance the teaching-learning activity and effective communication between the two is determined by the language ability of the learners as well as the teachers. However, majority of secondary school students, for whom the medium of instruction is through their second or third language, are very poor in the language of instruction. Findings of various researches have shown that, English as a medium of instruction has created difficulties on the teaching-learning process. When students do not have language ability, they cannot understand their teachers as well the teaching materials written in English (Caillods, 1989:153). According to Caillods (1989:154), if the language of instruction and the language in which the instructional materials are written the languages, which is not vernacular to the

learners, it creates problems. Whenever students cannot read and understand the language, there is no way of performing adequately in schools. Due to this problem students fail to work hard and face academic deficiency. In line with this, Wakitavi and Vender (1997:258) have indicated that, in Kenya, as in other developing countries, teachers have limited proficiency in English and they find it difficult to help students with their academic problems. This is because of the fact that, for most of the Kenyan students, English is usually their third language. Therefore, they face the challenge of maintaining facility among the three languages.

The problem of proficiency in the language of instruction (English) at secondary school level is not only the concern of students, but it seems the problem of teachers too. According to Wakitavi and Vender (1997:258), some teachers are not proficient enough in the English language and one wonders how they can help students who struggle to learn. In addition, Callahan et.al (1988:54) suggested that, teachers are likely to be tempted to talk too much. To do so, they need to have good command of the language of instruction (English language in this case). Language of instruction, therefore, affects quality of education.

2.8 Quality of Education in Ethiopia

Modern Education in Ethiopia has passed through challenges and still remains as a challenge for the development. The spirit of constructive dissatisfaction and quest for development has marked its development (Gizaw, 2003: 19). Concerns about the course of education were expressed beginning in the early 1950s. During the Emperor Haile Selassie's time dissatisfaction with the educational system continued with reference to its inability to satisfy the aspirations of the majority of the people, parents and government officials. The classification was also manifested in student demands. As a result the National Commission for Education was established (MOE, 1972) to find solutions for these problems. The Education Sector Review was launched. The conclusions drawn by the review participants from the

foregoing concerns were the education should aid in the transformation of the Ethiopian society by playing a vital role in the lives of all citizens. To this effect, the system must be restricted and changed (ESR, 1972). During this time GER for primary was 16.3, for secondary 4.1 and that of tertiary level was 0.2. The pupil-teacher ratio showed 52:1 at primary, 37:1 at junior and 31:1 at secondary level, which indicates low enrollment of students. This was so because school distribution was concentrated in urban areas. This time again only 18% of the teachers had diploma qualification to teach in the secondary school.The problem of Ethiopian Education during this time appears to be more of access than of quality. As a justification to this idea Ministry of Education (1994:1) states that quality of education, which was quite reasonable at the beginning, gradually declined and sustained a pronounced fall in the past two decades. Although the ESR made use of the experience of both national and international experts, it forgot the benefits that accrue from consulting laymen and professionals at the grass root levels, coupled with other major causes, the Review contributed to the speedy down fall of the regime it was designed to serve (Ayalew,

2000:39). The political system, which took turn from the feudal system, couldn't respond to the problems that were indicated by the Education Sector Review. However the major area was done in the area of illiteracy eradication although its contribution to development was negligible (Gizaw, 2003:22)

Due to the deep crisis in the quality of education by the 1980s students, teachers, the public and the state seem to worry about the quality of education (Seyoum; 1996:18). Because of the pressure and the intensity of the situation, Ministry of Education (MOE, 1986:6) has formed a committee for Evaluative Research of the General Educational System in Ethiopia (ERGESE) so as to make recommendations to improve the quality education.

The committee was divided into four sub-systems namely: Task force for curriculum Development and Teaching-Learning sub-systems, Task force for Educational Administration structure and planning sub-systems, Task force for Educational logistics supportive services and manpower training sub-systems, and Task force for Educational Evaluation and Research Sub-Systems. The recommendations made by the committee ranged from steps to be taken to improve the teaching profession down to the setting up of counseling and guidance services for students (Seyoum, 1996:21-22). Although the report of the study was completed and submitted to the government in May 1,1986, the government that was in the process of implementing its ten years National Perspective plan (1984-1994) 'Shelved' the study (Ayalew, 2000:53). According to Seyoum (1996,22), towards the end of the collapse of the socialist regime, the relevance of the curriculum had become questionable, the quality of education had become suspect, and accessibility and equity to educational opportunity left a lot to be desired. In addition the Education sector strategy (MOE, 1994:2) states the problem of the time that the educational system in Ethiopia was inundated with a number of problems and could be considered to be in crisis. The strategy further elaborated that the few schools that were functioning were poorly equipped, over crowded and badly managed as well the curriculum was irrelevant. This indicates that quality of education was in a problem. The current education strategy reviewed the status of educational system at a time when the socialist system was abandoned and the New Education and Training Policy was reinstated (TGE, 1994). Accordingly the educational system of the Dergue regime, the curriculum had not been properly developed to meet the societal and pedagogical demands. The learners profile and corresponding educational structure and inputs to achieve it were not well defined. This was because the educational objectives in relation to the societal needs were not clearly formulated and stated. The content of the curriculum was overloaded by theoretical knowledge with little emphasis on practice (MOE, 1994:2). Nationally, at that moment (MOE, 1994:4), there were 8120 primary schools and 1378 junior

and senior secondary schools. The educational structure was highly centralized. Classes were overcrowded and there were 80 students per class. The student-teacher ratio was adequate and showed 26:1 for primary school & 32:1 for secondary school (MOE, 1994:3). There were only 82%, 30% and 40% who are qualified teachers at primary, junior and senior secondary schools respectively. After the downfall of the socialist system, the Transitional Government has prepared educational policy based on the major problems encountered by the former regime.

The policy encompassed overall and specific objectives, implementation strategies, including formal and non - formal education, from kindergarten to higher education and special education. It emphasized the development of problem solving capacity and culture in the content of education, curriculum structure and approach focusing on the acquisition of scientific knowledge and practice. By stressing the problem solving approach the policy incorporated expansion of education and provision of basic education for all. After the declaration of the Ethiopian Education and Training Policy in 1994, the student population, including the primary level, increased from 2,917,180 (MOE, 1994:4) in 1987 E.C to 10,323,274 in 1996 E.C. (MOE, 2005:35). Provision of education has shown significant increment since the realization of the policy though the problems are still prevailing. It could not be commensurate with the existing demand. The internal efficiency, quality and the response to the problem of adult illiteracy are at lower level. In general, although participation was increased there is still persistent challenges in the educational system of Ethiopia (MOE, ESDP II, 2002:17). In explaining the decline of quality of education ministry of Education in its Second Education Sector Development Program (MOE, ESDP II: 2002:25) states:

> *"In Ethiopian Situation, enrollment has increased substantially resulting in over-crowded classrooms. Although there are*

remarkable improvements, schools still lack sufficient books and facilities. The abilities of teachers are put to ever more rigorous test given the increasing section size."

This indicates that educational inputs which play role in quality of education is in short supply.

In Ethiopia, the school system is characterized by large class-size, especially in school found in urban areas. According to MOE, ESDPI (1999:6) class size is made to rise from 33 to 50. But in practice, the number of students in a classroom is more than the stated number. According to the ministry of Education (2005:15) the contemporary average class-size in the secondary schools of Ethiopia (Grades 9-12) are 79. The current standard set for Ethiopian secondary schools recommends a class size of 40 students in a room with a total area of 46: 08 m^2 (MOE,1995:3). But it is not being practical in our secondary schools and as many as 80 and more students are being crowded in a classroom whose area is mentioned above. As stated in the Second Education Sector Development Program (MOE, ESDP II, 2002) it is aimed at bringing down the pupil section ratio to 60. The main reason for this problem is the inability of the country to provide the education system with adequate classrooms and other facilities proportional to size of enrolment (MOE, ESDP II; 2002:12). Regarding this problem, Tekeste (1990:34-35) has identified that:

The imbalanced between resources for education and the number of students in school is one of the central problems affecting the quality of education. In the Ethiopian case, is one of the most important factors that brought the crisis of education to the fore is, on the one hand, the desire of the state to expand the educational system. on the other hand, the inability of the state to provide adequate financing for the proper implementation of the educational program.

Moreover, a study result on the teachers' perceptions of educational problems in Ethiopia by Amare (1998:294) shows that, over-crowdedness of classrooms was one of the observed critical problems of the education system in this country.

For effective learning to take place availability of educational equipment and materials inside the classroom is one of the important factors. Thus, effective planning of these is very crucial task that leads to the accomplishment of the desired program. Regarding this, Farrant (1980:169), has suggested that, due consideration should be given to the classrooms in such away to encourage both teachers and students in being conducive environment. Such a classroom situation is attractive for the learners, which encourages them to exert great effort in learning. As a result of large number of students with in a class the shift system that was introduced before the dergue regime (MOE, 1973: 1-2) is continued. This shift system in teaching-learning process makes a reduction in instructional time & therefore does not provide students with deep knowledge. In general, the longer the student is at school the more s/he gains knowledge in depth.

In Ethiopia, as one of the developing countries, a serious shortage of qualified and experienced teachers is one of the common problems in the secondary schools of the country that affects the quality of education. According to a study result on teacher related problems by Amare (1998:294) teacher qualification issues including the need for better-qualified teachers was one of the major problems in this country. In addition, Mona and Tesfaye (2000:3), have noted that on one hand, the expansion of the education sector on the other, the continued shortage of qualified teachers is the main reason for the crisis of education in Ethiopia.

It has already been stated that quality of education is highly affected due to unqualified teachers. One of the reasons for lack of qualified and experienced teachers in most of the developing countries is the fact that teaching is not an attractive job. In Ethiopia, for example, a number of qualified secondary school teachers leave the teaching profession to search for a better job and salary. According to Tekeste (1990:77), more than fifty percent of the secondary school

teachers prefer to be engaged in professions other than teaching. A number of secondary school teachers feel that, they are working in a profession that they do not like. As the result of this problem most of them lack commitment. Such a situation is bound to affect the quality of Education.

It has been noted that, instructional materials are critical for noticeable achievement of educational objectives at all levels. However, in most of the developing countries including Ethiopia, it is hardly possible to have such materials adequately. In this case, secondary schools of Ethiopia are characterized by shortage of instructional materials and other teaching equipment. Regarding this Tekeste (1990:49) has stated that textbooks are always in short supply and in most subjects; several students share the textbooks. This reveals that one of the problems in the secondary schools is shortage of instructional materials (MOE, 1994), which would affect both the work of teachers and the students. A study result conducted by Amare (1998:293) also proves that one of the major problems of secondary schools in this country is shortage of text books, school pedagogical centers, reference books, teachers' guide, laboratories, libraries etc. which affect students' learning out comes. In relation to library MOE, ESDP II (2002) states that libraries will be organized by providing them with sufficient reference books hence at least 2,500-3,000 books are supplied to each school library in the country.

Another important factor in Ethiopian education, which affects quality, is due to lack of training and experience of principals in the related field. It is repeatedly stated that the competency and commitment of the school principals is absolutely necessary for the schools to effectively carry out their duties. In this regard Potter and Powell (1992:12) have stated that an effective secondary school principal is aware of the teachers' needs, offers feed back in response to performance and encourages teachers' long term professional development and uses this development for the benefit of the school. Principals, to carry out their duties, need appropriate training, but in Ethiopia, most of the time principals are appointed to

the position of principal ship without leadership training. Thus they are not effective in managing the schools.

Language of instruction is another area of problem in Ethiopian education system. Students in secondary schools of Ethiopia have shared the problems of students of other countries whose English is their second or third language. That is, students are weak in the language of instruction (English). Hence, it creates difficulties during the teaching learning process. Regarding the inefficiency of the students in the medium of instruction, Tekeste (1990:22), has noted that, the greater number of senior secondary school teachers had explained that the language ability of the learners at this level of education is poor. To him, teachers further stated that, English as a means of instruction has created problems both for teachers and students. Thus, this situation has hindered the effective communication between the teacher and the students, which in turn influences understanding of the subject matter. Since majority of the students do not have the language ability, they cannot understand their teachers and the teaching materials written in English.

Similarly, research findings of Wanna and Tsion (1994), reveal that, the language problem is in fact the major impediment to students' educational progress. Regarding the problem of secondary school teachers in the language of instruction, Tekeste (1990:22), has asserted that, majority of the secondary school teachers stated that, using English language as medium of instruction created great difficulties for themselves as well as their students. According to his argument unlike the decades of the 1960s and the early 1970s, when most of the secondary school teachers were native speakers of the English language, thus, facilitating the consolidation of English as the medium of instruction. However, since the 1974, almost there are no expatriate secondary school teachers. Thus, the English language competence of teachers has been declined and this has its own influence on quality of education.

2.9 The Role of secondary education in development

It is common instance these days that education is an instrument for overall development of the society. The level of development of the country is the reflection of educational development. It is the number of trained manpower that made the difference in development between the developed and less developed countries.

Secondary school provides educational opportunities for children beyond the elementary school years. Secondary education is a half way station between elementary school and higher learning, which concentrates on preparing students for college and various vocation (Reed and Verna, 1995:478). High schools are educational institutions that prepare adolescents for higher education or the world of work (Smith, 1990:259). Secondary education furthers the development of general intellectual competencies learned at primary schools that are relevant to many occupations as well as provides the foundation for further education and training. Poor quality primary schooling will reduce the effectiveness of secondary education (World Bank, 1993:84). In other words, the quality of primary education plays a great role in determining the quality of all higher levels of education (World Bank, 1988:39). According to Ayalew (2002:72) it is impossible to expect quality secondary education in the absence of qualified teachers, adequate books and educational materials but in the opposite with very large number of students in secondary schools.

A strong secondary education is a pre-requisite for effective tertiary, higher education, and skill training (World Bank, 1993:84). The education and skills of the age group beyond, primary education (12-17 year olds) will be crucial in shaping national development well into the 21st century (World Bank, 2001:13). Education and training for youth is not only an economic imperative but also it is useful for social cohesion and stability. Secondary education is also useful to raise awareness of civic rights and responsibility (World Bank, 2001:43).

It is believed that the completion of secondary school enables the youth to be competent enough to assume the full range of duties. Among the most obvious of these are the sharing of civic responsibilities and privileges assuming of the obligations of establishing a home and family, successful participation in vocational life, academic specialization (Heberman, 1990:216).

According to Pierson (1989:105), the over all-purpose of secondary education is assumed to be the guidance of the adolescent in the achievement of an intellectual and satisfying adjustment to his immediate environment. The technology of production, these days, is shifting from mass production, which requires workers with the discipline to carry out routine, repetitive tasks, to flexible production, which requires workers who are adaptable; able to work in teams, and able to learn new skills (Frederiksen and Allan 1996:193). Further more Ferderiksen and Allan argued that the future "good jobs (will) depend on people who can put knowledge to work". This means that better jobs will go to those who studied hard in schools. Accordingly, workers must become creative problem solvers who are able to change business practices and technologies and to help in the redesign of those practices. Secondary schools, therefore, help students know where and how to go on learning most profitably after s/he leaves the school (Lombe 1991:285).

CHAPTER THREE

PRESENTATION AND INTERPRETATION OF DATA

This part of the thesis deals with the presentation and interpretation of the data gathered from the sample schools to seek appropriate answers to the basic questions raised in chapter one of the research document.

Accordingly, presentation and analysis was made by making use of the data gathered from eighteen secondary school students, teachers and directors and from six woreda and three zone education office supervisors. Three tools were used to gather data. These were a set of questionnaire including both close-ended and open-ended questions, an interview guide questions and observation. From a total of 900 questionnaire distributed to students, 798 (88.6 %) and of 360 distributed to teachers, 283 (78.6 %) and of 18 distributed to school principals, 18 (100 %) were properly filled and returned. Like wise Prepared structured interview guide questions were presented for 9 supervisors, all of which have responded to the questions. Observation of the sample schools regarding class-size, availability of facilities and other school related matters were made.

Therefore, analysis and interpretation of the data was made based on the responses obtained from the respondents and the data obtained from the documents of Oromia Education Bureau.

3.1 Characteristics of Respondents

Description of the characteristics of the target population gives some basic information about the sample population involved in the study. Thus, the following table (Table 1) contains about the general characteristics of respondents involved in the study.

Table 1 characteristic of the Respondents

No	Characteristics	Respondents							
		Supervisors		School principals		Teachers		Students	
		No	%	No	%	No	%	No	%
1	Sex								
	Male	9	100	18	100	258	91.1	551	69.1
	Female	-	-	-	-	25	8.9	247	30.9
2	Academic Qualification								
	TTI	-	-	-	-	4	1.4		
	Diploma	6	66.7	9	50	171	60.4		
	BA/BSC and above	3	33.3	9	50	107	37.8		
	Others	-	-	-	-	1	0.4		
3	Age/years								
	Below 16	-	-					106	13.3
	16-20	-	-					625	78.3
	21-25	-	-	1	5.6	60	21.2	52	6.5
	26-30	-	-	1	5.6	74	26.1	15	1.9
	31-35	5	55.6	8	44.4	34	12.0		
	36-40	2	22.2	6	33.3	44	15.6		
	Above 40	2	22.2	2	11.1	71	25.1		
4	Work experience (in years)								
	0-5 years	-	-			94	33.2		
	6-10			1	5.6	30	10.6		
	11-15	1	11.1	5	27.7	34	12.0		
	16-20	5	55.6	10	55.6	56	19.8		
	Above 20	3	33.3	2	11.1	69	24.4		
5	Families occupation (students)								
	Farmers							408	51.1
	Merchants							177	22.2
	Government employee							208	26.1
	Other field of work							5	0.6
6	Grade (students)								
	9							252	31.6
	10							305	38.2
	11							79	9.9
	12							162	20.3
	Total	9	100	18	100	283	100	798	100

From the data collected and tabulated, the following significant characteristics of the respondents have been obtained.

According to the personal details shown in Table 1 the teacher respondents consisted of 91.1% male and only 8.9 % female, and all the school principals were male. This shows that, such a low female participation in the teaching and school leadership of the education system have been indeed a common characteristics of all schools in the region under study.

Regarding their qualification a large proportion of the teacher respondents (60.4 %) and 50 % of the school principals were diploma holders. Among which 37.8 % of the teacher respondents had BA/BSC degree and above while the criteria set by Ministry of Education to teach at secondary level being at least first degree (MOE, 1995:12).

The problem of under-qualification was also observed in the principals who headed the sample schools, for a principal to provide professional guidance and educational leadership, having higher and better training or qualification more than his/her subordinates is very essential. However, practically it was not applied in the schools. As can be seen from Table 1, half of the principals in the sample schools were below the required qualification. Hence, this significantly might have its own contribution to the low level of quality of school management that as a result causes to the low level of quality of education.

Regarding the respondents' age, as shown in Table 1, 47.3 % of the teacher respondents were 30 years and below 12 % were between 31-35 years age, 15.6 % were between 36-40 years. The rest (25.1%) were above 41 years. In the case of school principals, 77.7 % were between 31-40 years, 11.1% were above 41 years of age, and only 11.2 % were 30 and below years of age.

When we see the services of the school principal and teacher respondents, 43.8 % of the teachers have served between 1-10 years and 31.8 % have served 11-20 years. Only 24.4% of them had above 21 years of service. For the school principals, 83.3 % had 11-20 years of service and 11.1 % had above 21 years of service. Thus,

it can be concluded that, regarding years of service, the school principals had better years of service than the teaching staff. This practice encourages education leaders to have adequate experience and service.

Regarding the student respondents, as it is indicated in Table 1, 551(69.1%) of the respondents were males. The rest, 247(30.9 %), of them were females. This shows that females' participation in secondary schools of the study area is less than that of males. Regarding their age majority, 625 (78.3%), of them were between 16-20 years of age.

Regarding their educational level, 252(31.6 %), 305 (38.2 %), 79 (9.9 %) and 162(20.3 %) are students of grade nine, ten, eleven and twelve respectively. The percentage of the students were large (69.8 %) for grades nine and ten not only because of the separation of some schools in to general secondary and preparatory schools but also due to the low number of population of preparatory students relatively.

Students were also asked to specify their parents' occupation. On this matter as it can be seen in the table, a large number of the student respondents (51.1 %) were from the farmer families. The rest (22.2%, 26.1 % and 0.6%) were from merchants, government employees and other field of work families respectively.

Regarding the supervisors, all of them were males. When their qualification is considered, 3 (33.3%) of them are first-degree holders. Majority (55.6%) of them were in 31-35 years of ages and therefore are found to be in the adult age. Concerning their service, 1 (11.1%), 5(55.6%) and 3(33.3%) have served 11-15, 16-20, and above 20 years respectively.

Table 2 Teachers' Teaching load (periods)

Less than 16		16-24		25-30		Above 30		Total	
No	%	No	%	No	%	No	%	No	%
26	9.2	115	40.6	127	44.9	15	5.3	283	100

Table 2 shows that 142(50.2%) of the teacher respondents teach 25-30 & above periods per week. 141(49.8%) of the teacher respondents teach below 24 periods weekly. This indicates that most secondary school teachers in the sample schools are teaching 25 and above periods per week and consequently they have no free time to provide additional assistance like checking students' exercise books, providing tutorial classes, etc. to the needy student. The standard set for the provision of secondary education in Ethiopia states that the maximum teaching load is 25 periods per week (MOE, 1995:23).

Table 3 Comparisons of Examination Results

Grade range	Grade 8 National Exams.		Response							
			1st semester Result							
			Grade 9		Grade 10		Grade 11		Grade 12	
	No	%	No	%	No	%	No	%	No	%
Below 50	41	5.1	22	8.7	18	5.9	1	1.3	1	0.6
50-60	119	14.9	60	23.9	42	13.8	7	8.9	14	8.6
61-70	161	20.2	85	33.7	93	30.5	20	25.3	38	23.5
71-80	161	20.2	52	20.6	109	35.7	27	34.1	75	46.3
81-90	149	18.7	27	10.7	35	11.5	20	25.3	25	15.4
Above 91	167	20.9	6	2.4	8	2.6	4	5.1	9	5.6
Total	798	100	252	100	305	100	79	100	162	100

As the Table indicates, 14.9 % of the students have achieved between

50-60 % in grade eight national exams. It can also be seen from the Table that 23.9 % of grade 9,13.8 % of grade 10, 8.9% of grade 11 and 8.6 % of grade 12 students have achieved between 50-60% in the 1st semester examination.

The majority of the students (80.0 % in grade 8 National exam), and 67.4 % in grade 9, 80.3% in grade 10, 89.8% in grade 11 and 90.8% in grade 12 1st semester exam had results above 61 respectively. However, this result, especially the classroom result does not mean that the academic performance of the students was satisfactory since classroom tests or exams are not effective instruments to measure the academic performance of students. They had been criticized for their subjectivity in scoring and unfair grading system. Additionally, most of the classroom tests are prepared, and administered and graded by classroom teachers who may not be aware of the basic principles of test construction and administration. Overcrowded classrooms, high teaching load and other factors may also influence effectiveness of classroom tests or exam. Therefore, though teachers might have no other alternative to assess the students' academic achievement, especially in Ethiopian situation where various problems affect classroom test and exam preparation and administration, classroom exams may not be effective.

3.2 In-School factors

The following discussion is about in school factors that can contribute to the low quality of education in secondary schools. The chi-square test is used to measure the extent of differences among the responses obtained from teachers, students and school principals when necessary. When the critical value at 0.05 is less than the calculated value; the result of X^2 indicates that there is statistical significant difference among responses.

Table 4 Views of respondents regarding the degree of difficulty of the Curriculum.

No	Items	Respondents					
		School principal		Teachers		Students	
		No	%	No	%	No	%
1	What is your opinion regarding the difficulty of the curriculum for secondary education as compared to students' previous knowledge?						
	Very difficult	3	16.7	15	5.3	208	26.1
	Difficult	7	38.9	138	48.8	220	27.6
	Medium	8	44.4	130	45.9	312	39.1
	Simple	-				39	4.9
	Very simple	-				19	23
	Total	18	100	283	100	798	100

Respondents were asked to forward their opinion whether the curriculum for secondary school is difficult or not, as compared to students' previous knowledge. Thus as it is noticed in Table 4, the majority of the school principals (55.6%) stated that as compared to the previous exposure, the curriculum is difficult and very difficult for the students. In addition, 54.1% of the teacher respondents and 53.7% of the student respondents also supported this view. As a result this might have affected the quality of education.

Table 5 Views of respondents regarding the relevance of the Curriculum

No	Items	Respondents					
		School principals		Teachers		Student	
		No	%	No	%	No	%
1	How much do you agree that the curriculum is relevant to the respective grades in terms of students' needs?						
	Strongly agree	-	-	-	-	-	-
	Agree	5	27.8	121	42.8	365	45.7
	Undecided	4	22.2	12	4.2	51	6.34
	Disagree	9	50.0	150	53.0	382	47.9
	Strongly disagree	-	-	-	-	-	-
	Total	18	100	283	100	798	100
2	Can the portion be covered with in the allotted time?						
	Yes	4	22.2	109	38.5	321	40.2
	No	14	77.8	152	53.7	421	52.8
	No knowledge	-	-	22	7.8	56	7.0
	Total	18	100	283	100	798	100

As it is indicated in Table 5, the majority of the school principals (50%) stated that the curriculum was not relevant to the students' needs. This was also supported by 53% and 47.9% teacher and student respondents respectively. The critical value of x^2 at 0.05 level of significance is 9.49 and the calculated x^2 value is 10.10. Thus, there was no statistically significant difference in the views of the three groups of respondents regarding the difficulty of secondary education curriculum. Respondents were also asked whether the portion for secondary school could be effectively covered within the allotted time or not. For this question, 77.8% of the school principals and 53.7% of the teacher respondents argue that, it cannot be finished with in the allotted time. Like wise, 52.8% of the students responded that the curriculum could not be finished with in the allotted time. Thus, the difficulty

of academic subjects and un proportional time allotment could affect the quality of education.

Table 6 Attitude of teachers towards teaching and that of students towards learning

a. Teachers

Item	Number of Respondents					
	School principals		Teachers		Students	
	No	%	No	%	No	%
Very high			10	3.5	152	19.0
High	5	27.8	51	18.1	219	27.4
Medium	11	61.1	175	61.9	287	36.0
Low	2	11.1	34	12.0	103	12.9
Very low	-	-	13	4.6	37	4.7
Total	18	100	283	100	798	100

b. Students

Item	Number of Respondents					
	School principals		Teachers		Students	
	No	%	No	%	No	%
Very high			17	6.0	618	77.5
High	6	33.3	56	19.8	89	11.1
Medium	4	22.2	74	26.2	67	8.4
Low	7	38.7	119	42.0	21	2.6
Very low	1	5.6	17	6.0	3	0.4
Total	18	100	283	100	798	100

Respondents were asked to rate the attitude of teachers towards teaching and that of the students towards learning. As one can see from the above table, the majority (72.2% of school principals, 73.9 % of the teachers themselves and 48.9% of students) rated the attitude of teachers towards their profession as medium and low.

As it is indicated in the Table, most of the teachers seem to lose interest and have low regard towards their profession. This has a negative effect on educational activity.

The attitude of students towards learning as rated by different respondents shows disparity. Accordingly, majority (88.6%) of student respondents rated their attitude towards learning, as 'high and very high'. This may be because of the fact that self-evaluation has personal bias. But principals and teacher respondents seem to agree that students' attitude towards learning is low. Even the 11.0% of student respondents agreed with the school principals and teachers and rated their attitude towards learning as 'medium' and 'low'. This could be seen from two different angles. One is that because school principals and teachers have come through stages and are rich in experience, they could be in a position to comment on students' attitude towards learning by comparing the past and the present situation. In addition, it is the teacher who evaluates the work of the students and judge whether their work and attitude is high or low.

On the other hand, Table 5 shows that students are not satisfied with the present content of the curriculum. This means that they lack motivation towards learning.

Table 7 Responses regarding the qualification of teachers

No	Items	Respondents			
		School principals		Teachers	
		No	%	No	%
1	Are the teachers in your school qualified for the level they are teaching?				
	Yes	1	5.6	33	11.7
	No	17	94.4	250	88.3
	No response	-	-	-	-
	Total	18	100	283	100
2	Could higher turnover be a cause for shortage of qualified teachers?				
	Yes	10	58.8	214	85.6
	No	5	29.4	16	6.4
	No knowledge	2	11.8	20	8.0
	Total	17	100	250	100
3	If your answer to item number 2 is yes teachers leave their profession due to				
	Lack of motivation	4	40.0	36	16.8
	Teaching is tiresome	1	10.0	27	12.7
	Low prestige	1	10.0	11	5.1
	Student discipline problem	2	20.0	7	3.3
	Lack of opportunity to grow and develop	2	20.0	133	62.1
	Other	-	-	-	-
	Total	10	100	214	100

Table 7 shows about qualification of teachers and the reason, which cause shortage of qualified teachers.

Based on this, the responses of the school principals and teachers (94.4 % and 88.3% respectively) indicate that majority of the teachers are under qualified. According to the personal observation of the researcher out of 672 teachers serving in the sample schools, only 273 (40.6 %) satisfy the required qualification for the

level and therefore, the responses of the school principals and that of teachers compared with personal observation seem to be similar.

Similarly, the interviewed officials reported that many teachers are teaching the subjects other than their major and minor fields. For example, graduates of psychology, Geography, History and Educational Administration are made to teach either English or Civics as well as in some cases, graduates of agriculture teach Biology, etc. Accordingly, they are not able to satisfy the need of students. Hence this would result in dissatisfaction to both the teachers and students.

Moreover, the data obtained from Oromiya Education Bureau (OEB, 2004:72-73) also indicates that out of 5103 secondary school teachers only 1788 (35.0 %) fulfilled the minimum required qualification (BA/BSC and above). The rest 3315 (65.0 %) were diploma holders and below. This seems contrary to the policy of the Ministry of Education, which states that the minimum required qualification expected from teachers to teach in secondary schools should be first degree. However, while adequately trained teachers are crucial to ensure quality of education, a large proportion of teachers who lacked the appropriate qualification dominate the secondary schools in the region. As a consequence this could be one of the major factors that affect the quality of education. This is because under qualified teachers lack the appropriate professional competence and deep knowledge of the subject matter they teach. i.e. they would not be able to carry out teaching-learning process efficiently and effectively. Although teachers lacking formal qualifications could well be highly competent, if they put enough interest, enthusiasm, and self-acquired knowledge into their work (Tekeste, 1990:33), under normal condition, difference in qualification levels of teachers brings in differences in levels of knowledge and capacities of teaching effectively. According to various researchers such as Adams and Bajor (1975:125) and Amare (1988:294), all other things being equal, a teacher who is a diploma holder in one subject could not be

expected to have an equal competence with a first degree in the same subject as regards their level of preparation to teach.

The respondents were asked their opinion regarding the reason causing teacher shortage in schools. Accordingly, as it can be seen from item 2 of Table 7, majority of the respondents indicated that the cause for teacher shortage was due to high turnover (58.8% of school principals and 85.5 % of teacher respondents). The chi-square value $x^2=4.41$ at the critical value of x^2r (2)=5.99 shows that there is no significant difference between the two groups of respondents.

According to the respondents (item 3 of Table 7), the shortage of qualified teachers was caused by lack of motivation, tiresome nature of the profession, low social prestige given to teaching by the society, students' disciplinary problem and lack of opportunity to grow and develop in position. As a result teachers leave the profession to search a better job.

Table 8 Response of students regarding the language used by the teachers in teaching them

Item	Number of Respondents	
	No	%
Language used by majority of the teachers		
English	253	31.7
Amharic	61	7.6
English & Amharic	208	26.1
Afan Oromo	49	6.1
English, Amharic & Afan Oromo	227	28.5
Total	798	100

This does not include Amharic and Afan Oromo as a subject.

The medium of instruction in secondary school is English in principle. Textbooks and other teaching materials are prepared in English with an assumption that students and teachers can read and understand the content. Regarding this, students were asked as to what media majority of the teachers use while teaching a subject in the classroom. As it is indicated in Table 8, 31.7% of the students responded that

teachers use English language only. It can be seen from the table that teachers use languages other than the medium of instruction. This could happen because of the fact that either teachers or students or both are poor in English. In this situation, therefore, one couldn't expect good teaching-learning process. Hence the low performance in the English language seems to contribute to the poor quality of education.

Table 9 Views of respondents on the Language of Instruction (English)

No	Items	Respondents					
		School principals		Teachers		Students	
		No	%	No	%	No	%
1	The degree of proficiency of students in the language of instruction						
	High					91	11.4
	Medium	3	10.7	39	13.8	452	56.6
	Low	15	83.3	244	86.2	197	24.7
	No knowledge	-	-	-	-	58	7.3
	Total	18	100	283	100	798	100
2	If your answer to question no '1' is low to what extent does this affect their learning of other subjects?						
	Highly	9	60	190	77.9	72	36.6
	Moderately	5	33.3	54	22.1	52	26.4
	Minimally	1	67	-	-	65	33.0
	Not at all	-	-	-	-	-	-
	No knowledge					8	4.0
	Total	15	100	244	100	197	100
3	The reason for low proficiency of the students in English is						
	Lack of background knowledge	12	80	197	80.7	124	63.0
	Lack of interest in English			5	2.1	7	3.5
	Shortage of qualified teachers	3	20	33	13.5	43	21.8
	English is difficult by nature					16	8.1
	All			9	37	7	3.6
	Total	15	100	244	100	197	100

Table 9 summarizes the view of the respondents regarding the proficiency of secondary school students in the language of instruction, which is English. As can be seen from the table, while the majority of school principals and teacher respondents rated that, the ability of secondary school students in English was low or weak (83.3% and 86.2% respectively), most of the students (56.6%) indicated that their proficiency in the language of instruction is medium. It was only 24.7% of the student respondents who supported the school principals and teacher respondents that the students were weak in the language of instruction. The chi-square result x^2 =353.07, which is greater than the critical value at x^2 (6) =12.59 also shows that there is significant difference among the respondents' opinions regarding this issue.

According to the majority of the school principals (80%) and teacher respondents (80.7%), the reason for the weakness of the students in the language of instruction was (item 3 of Table 9), due to lack of background knowledge of the subject matter the students had at primary school level of the subject. This idea was supported by different researchers in the field who argue that prior academic achievement is one of the key factors in determining the future or later performance of students at various levels of learning.

In addition, the majority of the school principals (60%) and teachers (77.9%) argue that the weakness of the students in the language of instruction was one of the factors, which affect their performance in all other subjects too. In general, the quality of education was affected due to this problem.

The argument of the school principals and the teacher respondents has got the support of various researchers one of which is Tekeste Negash (1990:20). According to Tekeste, in Ethiopia, secondary school students have faced

difficulties in the teaching-learning process, due to the fact that majority of them are weak in English.

Table 10 The responses of school principals, teachers and students regarding number of shift

Item	Respondents					
	School principals		Teachers		Students	
	No	%	No	%	No	%
How many shift(s) do your school uses to carryout the teaching-learning process?						
One	7	38.9	87	30.8	271	33.9
Two	11	61.1	192	67.8	496	62.2
Three	-	-	4	1.4	31	3.9
No response	-	-	-	-		
Total	18	100	283	100	798	100

Table 10 shows responses regarding the shift system being implemented in the schools. Accordingly, as can be seen from the table, 61.1 % school principals, 67.8% teacher and 62.2% student respondents responded that the schools operate the teaching-learning process in double shift. Only 38.9% school principals, 30.8% teacher and 33.9% student respondents responded that the school operates in one shift. Personal observation also suggested that out of the eighteen sample schools, eleven of them carry out the teaching-learning process in more than one shift. The actual observation indicated that there were no sufficient classroom and qualified teachers to conduct the teaching-learning process in one shift all of a sudden. This means that majority of the schools carry out the teaching-learning process in double shift which is contrary to the standard set by Ministry of Education which states that the provision of education would be full day (MOE, 1995:12). The fact that the teaching-learning process is being carried out in more than one shift reduces the contact time the students would have with their teachers.

Table 11 Views of respondents regarding availability of instructional materials

Item	Respondents					
	School principals		Teachers		Students	
	No	%	No	%	No	%
Availability of instructional materials in your school?						
Adequately available	1	5.6	10	3.5	35	4.4
Moderately available	4	22.2	30	10.6	185	23.2
Inadequately available	13	72.2	243	85.9	575	72.4
Not available at all						
Total	18	100	283	100	798	100

Table 11 summarizes the responses regarding the availability of instructional materials in the sample schools and their impact on the quality of education.

The above table shows that 72.7 % of the school principals, 85.9 % of the teacher and 72.4 % of the student respondents indicate that there is shortage of instructional materials in the schools. The remaining respondents indicated that the availability of instructional materials in their school was either adequate or moderate.

Although the sufficient availability of instructional materials is very important to provide quality education, the findings confirm that secondary schools lack such materials.

Table 12 Average number of students in a class in secondary schools

No	Items	Respondents					
		School principals		Teachers		Students	
		No	%	No	%	No	%
1	The average number of students in a class in your school?						
	Below 50 Students						
	51-60 "					76	9.5
	61-70 "	2	11.1	39	13.8	150	18.8
	71-80 "	2	11.1	69	24.4	189	23.7
	Above 80	14	77.8	175	61.8	383	48.0
	Total	18	100	283	100	798	100
2	Problems of large class size						
	Lack of effective communication	2	11.1	10	3.5	282	35.3
	Difficulty to identify students with special problems	1	5.6	6	2.1	85	10.7
	Problems of classroom management			5	1.8	108	13.6
	Suffocation problem			5	1.8	144	18.0
	All are true	15	83.3	257	90.8	179	22.4
	Others						
	Total	18	100	283	100	798	100

Researchers such as Fuller (1987:276) and Farrent (1980:169) have argued that, class-size is one of the major factors that would influence quality of education provided.

For this purpose, respondents were asked to report the average class-size of secondary schools. Thus, the responses showed that, the average class-size (77.8% of school principals and 61.8% of school teachers and 48.0% of the students) for secondary school students in their school was above 80 students. The chi-square value of this [x^2=11.48 at critical value of x^2 (6)=12.59] indicates that there are no significant difference among the responses obtained from the three types of respondents. 11.1% of school principals, 24.4% of teachers and 23.7% of students

also reported that the class-size for secondary school was between 71-80 students. Moreover, according to the regional education bureau (OEB, 2004: 78-101) the average class-size for secondary schools is 83. This shows that the class-size for secondary schools was very large as compared to the standard class-size per classroom (MOE, 1995:10), which is 40.

Concerning the open-ended question, which says, "what problems does large class-size create on teaching-learning process?" most of the interviewee responded that:

a. It makes difficult for teachers to help individual students.
b. It makes difficult for teachers to give & check different activities.
c. It forces teachers to use only lecture method.
d. Classroom discipline becomes difficult.
e. It negatively affects quality of education.

The findings of the study shows that the student population and the availability of school facilities such as classrooms were not balanced. That is, educational facilities are still far below the required quality and quantity. Hence, in such a situation quality of education would be adversely affected.

In addition, the respondents (school principals, teachers and students) argued that, as a result of large class-size, problems like lack of effective interaction between the students and teachers, difficulty in classroom management, suffocation problems, etc were created during the instructional process.

Table 13 Responses concerning Textbook provision

No	Item	Respondents			
		Teachers		Students	
		No	%	No	%
1	Is there shortage of Text-book in your School?				
	Yes	156	55.1	484	60.7
	No	117	41.3	292	36.6
	No response	10	3.6	22	2.7
	Total	283	100	798	100
2	What is the Pupil-book ratio of the textbook in your school?				
	1:1	33	11.7	114	14.3
	1:2	73	25.8	215	26.9
	1:3	59	20.8	183	22.9
	1:4	61	21.6	136	17.1
	1:5	57	20.1	150	18.8
	No response	-	-	-	-
	Total	283	100	798	100
3	As a result of shortage of textbooks, is instructional time wasted in your school?				
	Yes	146	51.6	684	85.7
	No	104	36.7	50	6.3
	No response	33	11.7	64	8.0
	Total	283	100	798	100

As can be seen from Table 13, 156 (55.1 %) of the teacher and 484 (60.7 %) student respondents reported that there is shortage of textbook in the sample schools.

Looking at item 2, few of the respondents (11.7% of the teachers and 14.3 % of the students) reported that students obtain one book for one student. While 88.3 % of the teachers and 85.7 % of the student respondents reported that the pupil-book ratio is 1:2 and above which is contrary to what is stated in ESDP II which states that every student would be provided with essential text-books (MOE; ESDP II,

2000:27). The interview result supplemented that teachers face difficulty in trying to teach without textbooks as a result portions would not be finished within the allotted time since students lack books privately.

In general, it can be concluded that majority of the schools in the study area are suffering from shortage of textbooks. Therefore, this has an adverse effect on the quality of education being provided.

Table 14 Availability of School facilities in the secondary schools

No	Items	Respondents			
		School principal		Teachers	
		No	%	No	%
1	Which of the school facilities is available in your school?				
	Water	8	44.4	166	58.6
	Latrines	14	77.8	242	85.5
	Clinic	1	5.6	2	0.7
	Pedagogic Center	8	44.4	159	56.1
	Laboratory	12	66.7	200	70.6
	Library	14	77.8	151	53.3
	None	-	-	9	3.1
	No response	-	-		

Table 14 above summarizes the availability of school facilities. Thus, as indicated in the table, almost all the respondents indicated that most of the school facilities are available except that clinic is almost non-existent. The principal and teacher respondents were asked to write their response regarding the services that these facilities provide in their school. In this case, they noted that the availability is only nominal. For example the problem with almost all of the libraries in the school is that the student population and the capacity of the libraries are far not balanced. In addition to this there is shortage of reference books. Moreover, most of the

librarians are not professionals. Due to these problems students may not get adequate service from the libraries.

Responses from the interviewee also indicate that the services that the libraries provide is insufficient. The problem due to insufficient library service not only affects the students but also the teachers. Especially teachers and students in the schools at the longer distance from the capital of the region may not get reference books to read for general knowledge.

According to the personal observation of the researcher, almost in all of the sample schools, there is acute shortage of instructional materials and school facilities. For example, all of the sample schools were not well equipped with laboratory facilities and other audio-visual materials. Some of the schools, such as Arsi Negelle secondary school in East showa has converted chemistry and physics laboratories to class-room service due to over crowdedness and Kersa secondary school in East Harerge is using the laboratory room for principal office purpose. Shashemene preparatory school, found in East Showa, has closed its library service due to lack of personnel. The absence of such facilities and inadequacy of other instructional materials forces the teachers simply to transplant theoretical conception in the minds of the students without showing any practical work. As a result this hinders the quality of education provided.

Table 15 Responses regarding Methods of Evaluation of students' Activities

No	Item	Number of Respondents			
		Teachers		Students	
		No	%	No	%
1	What methods do teachers use in evaluating students' activities?				
	Give Exercises	90	31.8	287	36
	Give tests	12	4.2	64	8.0
	Give final exam	30	10.6	83	10.4
	All	151	53.4	364	45.6
	Total	283	100	798	100
2	Do teachers check the students' homework and class-work regularly?				
	Yes	127	44.9	216	27
	No	155	54.8	578	72.5
	No response	1	0.3	4	0.5
	Total	283	100	798	100
3	If teachers do not check the students' work by themselves, why?				
	The number of students is very large in a class	40	25.8	126	21.8
	Lack of time	12	7.8	189	32.7
	Due to large no of students and lack of time	93	60.0	230	39.8
	Others			25	4.3
	No response	10	6.4	8	1.4
	Total	155	100	578	100

Whether a given lesson is understood by the learner or not is known by the teacher through evaluation. This could be through regular follow-up of the students' activities, through tests or examinations.

From Table 15 it can be seen that 53.4% of the teachers and 45.6% of the students reported those teachers evaluate their students by giving exercises, tests and final examinations. It can also be seen from item 2 of Table 15 that 54.8% of the teachers do not check students' work. Only 27 % of the students indicated that

teachers check students' work and 72.5% of the students reported that teachers never check students' work at all.

Because of the large number of students in a class teachers may not have enough time to give exercises and check on every students activities. Also teachers may be bored enough to do all the checking. However, unless there is a follow up of the students' activities by giving exercises regularly, one cannot expect students' achievement in a way required. As a result, this contributes to poor quality of education.

Table 16 Responses regarding the competence of school principals in school leadership

No	Items	Respondents			
		Teachers		Students	
		No	%	No	%
1	The competence of the principals in school leadership?				
	High	139	49.1	300	37.6
	Moderate	90	31.9	296	37.1
	Low	40	14.1	119	14.9
	No knowledge	14	4.9	83	10.4
	Total	283	100	798	100
2	If your answer to item number 1 is low, what is its effect on quality of education				
	High	32	80	54	45.4
	Medium	4	10	40	33.6
	Low	3	7.5	5	4.2
	No knowledge	1	2.5	20	16.8
	Total	40	100	119	100

Table 16 summarizes responses of teachers and that of students concerning the competence of the school principal.

Accordingly, majority of the respondents (49.1% of the teachers and 37.9% of the students) indicated that the competence of the principals was high or moderate.

However, from the personal data collected, half of the principals in the sample schools were found to be diploma holders. In addition, all of them were trained in subject area other than Educational Administration except one who is a diploma holder in school Administration. Moreover, from personal observation, among the total number of 18 principals five (27.7%) of them took workshop in leadership. In relation to training, Hawes (1985:265) argued that lack of training is probably the most powerful reason why the leaders do not lead.

It is, therefore, very difficult to expect competent leadership of school principals in such a situation. Thus, lack of effective school management in the school was one of the major problems that caused for the low level of quality education being provided.

Table 17 Responses regarding the present quality of education by school principals teachers and students.

No	Item	Respondents					
		School principals		Teachers		Students	
		No	%	No	%	No	%
1	There is problem of quality of education at present. Do you agree with the idea?						
	I agree	17	88.9	234	82.7	633	79.3
	I disagree	1	5.6	15	5.3	96	12.0
	No response	-		34	12.0	69	8.7
	Total	18		283	100	798	100

It can be seen from Table 17 that overwhelming majority of the respondents (88.9% of school principals, 82.7% of the teachers and 79.3% of the students) agree that quality of education is in a problem. In addition, all the interviewee (woreda and zonal office supervisors) also agrees that the quality of education is low.

Table 18 Suggested factors for the low-level of quality of education.

Factors	Number of Respondents					
	School principals		Teachers		Students	
	No	%	No	%	No	%
Shift system	18	100	97	34.2	15	1.9
Large no of students in a class	13	72.2	146	51.5	210	26.3
Low qualification of teachers	18	100	180	63.6	200	25.1
Poor in language of instruction of students	12	66.7	150	53.0	197	24.7
Heavy teaching load	14	77.8	127	44.9	125	15.7
Shortage of teaching materials/facilities	17	94.4	179	63.2	109	13.7
Irrelevance of the curriculum	9	50.0	150	53.0	280	35
Low attitude of teachers towards teaching	7	38.9	154	54.4	103	12.9
Low attitude of students towards learning	8	44.5	130	45.9	180	22.0
Poor quality of examination	15	83.3	155	54.8	197	24.7
Competence of school principals	14	66.7	146	51.5	129	16.1

Table 18 shows that 100% of the principals, 34.20% of the teachers and 1.9 % of the student respondents claimed that the shift system is one of the factors affecting quality of education. Though the shift system increases the utilization of school buildings and other educational materials of the school, i.e. students stay in the school for a limited time and therefore they do not learn lessons in depth

The other factor suggested for the low-level of quality of education was "Large number of students" which was the response of 72.2% of the school principals, 51.5% of teachers and 26.3% of the student respondents.

As it is stated earlier, students' population is rising at a fast rate but the construction of school buildings did not go proportionally. In a class of more than 80 students it is very difficult to expect good education.

Quality of education suffers from "lack of qualified teachers". This was the response of 100% of school principals, 63.6 % of teachers, and 25.1% of students. This seems to be the crucial problem.

Being poor in the language of instruction (English) is another suggested factor for the low level of quality of education which was the response of 66.7% of the school principals, 53% of the teachers and 24.7% of the student respondents.

The other factor that affects quality of education is heavy teaching load. Due to lack of qualified teachers, individual teacher is required to handle many students in a class. But heavy teaching loads lead to poor quality of education. 'Shortage of teaching materials' is another suggested item which all (94.4%) of school principals and another (63.2%) of teacher respondents claimed to be the cause for the poor quality of education. Reference materials, laboratory and library services are not sufficiently available in schools.

'Irrelevance of the curriculum' is another item, which is responded by 50 % school principals, 53 % teacher and 35 % student respondents.

"Low level of teachers' attitude" towards teaching was also one of the items for which 38.9 % of the school principals, 54.4% of teachers and 12.9% of student respondents claimed to be one of the factors contributing to the low quality of education.

The " low-level of students attitude towards learning" which was indicated by 44.5% of school principals, 45.9% of teachers and 22.6 % of student respondents was another item that was stated to cause for low quality of education.

Similarly, poor quality of examination and competence of school principals were the suggested factors, which affect quality of education.

It can be seen from Table 18 that qualification of teachers is the number one factor that affects quality of education according to school principals and teachers while irrelevance of the curriculum would be the most important factor affecting quality of education according to the student respondents.

Table 19 Suggested Ways to Improve Quality of Education.

Factors	Number of Respondents					
	School principals		Teachers		Students	
	No	%	No	%	No	%
Change content of the curriculum to make it relevant	9	50	150	53	164	20.6
Minimize the teaching load	14	77.8	108	38.1	85	10.65
Teachers should be carefully recruited	18	100	146	51.6	120	15.0
Teachers should be favoured economically and psychologically	18	100	216	76.3	216	27
Minimize the number of students in a class	18	100	160	56.3	177	22.2
Avoid the shift system	16	89.9	97	34.3	20	2.5
Provide enough teaching materials/ facilities	18	100	152	53.7	177	22.1
Examination should be more of practical	18	100	150	53	45	5.6
Improving knowledge of students in the language of instruction.	18	44.4	130	46	165	20.7
Paying attention to school management.	16	88.9	89	31.4	130	16.3

Respondents were asked to suggest ways of improving the quality of education. Accordingly a number of ways were suggested as indicated from table 15. Hence 50% of the school principals, 53% of the teachers and 20.6% of the student respondents suggest that the content of the curriculum must be changed to be relevant.

The other suggestion given to improve quality of education was "minimize the teaching load" which was the response of 77.8% school principals and 38.1% of the

teacher respondents. When a teacher is overloaded he/she is exhausted and therefore her/his work may not be satisfactory.

The item "teachers should be carefully recruited and trained" was suggested by 100% of the school principals and a large number of (51.6%) teachers. In this case, ability and interest should be taken in to consideration during recruitment and training of the 'would be' teachers.

One of the important things is the one related with the item 'teachers should be favoured economically and psychologically'. Since the teacher is the center in the teaching-learning process. Regarding this 100% of the school principals, 76.3% of the teacher and 27% of the student respondents responded to this item.

The item "minimize the number of students in a class" was suggested by 100% of the school principals, 56.3% of teachers and 22.2% of the student respondents.

Regarding the shift system only 2.5% of the students suggested avoiding the shift system. This is probably majority of the students, as can be seen from Table 1, come from families whose occupation is farming and hence families need their labour and therefore discourage their children to be in school full day.

The item "provide enough teaching materials" was the suggestion of 100% school principals, 53.7% of the teachers and 22.1% of the student respondents.

Regarding the nature of the examination, 100% of the student and 53% of the teacher respondents suggested that it should be more of practical. But this would seem difficult in a situation where large number of students in a class are available and in a situation where teaching- learning materials are scarce.

Improving knowledge of students in the language of instruction and paying attention to school management were suggested to be very important to improve quality of education.

CHAPTER FOUR

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the major findings of the study and draws conclusion on the basis of the findings. At the end, recommendations that are thought to be helpful to address the problems are forwarded.

4.1Summary

In this part of the study, an attempt is made to provide a summary of the major findings, which would answer the basic questions raised in chapter one of the thesis.

4.1.1 The data collected has indicated that the curriculum for secondary school was weak in terms of relevance and appropriateness to the level. In addition difficulty level of some subjects seems to be beyond the background knowledge of the students.

4.1.2 In the study, it was found out that there was shortage of qualified teachers. Out of the 672 teachers serving in the sample schools, only 273 (40.6%) satisfied the minimum requirement.

The data from the document of the Oromia Education Bureau also indicated that teachers teaching in the secondary schools of the region with minimum requirement (BA/BSC and above) were only 35%. Moreover, it was found out that the reason for the shortage of qualified teachers in the school was mainly due to high turnover.

4.1.3 In the study, it was found out that the proficiency of secondary school students in English was low. As a result this became one of the major factors that hinders the academic achievement of the students.

4.1.4 The study indicated that majority of the sample schools carryout the teaching-learning process in more than one shift. This implies that there is shortage of time, which hinders appropriate support students require from their teachers.

4.1.5 The finding of the study indicated that attitude of the teachers towards the teaching profession is low.

4.1.6 The data collected has indicated that the students were interested in going to the school.

4.1.7 The class-size in the sample schools has remained to be very large. It was almost twice the class-size of secondary schools set as a standard by Ministry of Education, which is 40 students. As a result the teaching-learning process is highly affected.

4.1.8 School facilities and instructional materials such as textbooks, libraries, laboratories, water, latrines, clinic and pedagogical centers were found to be insufficient in providing the necessary services in most schools.

4.1.9 The study has indicated that almost all of the principals in the sample schools were found to be trained in subject areas other than Educational Administration.

4.2 Conclusions

Based on the findings, the following conclusions were drawn.

4.2.1 The result of this study suggested that academic background was a cause to the later day academic deficiencies or gains. In other words the academic background of the students was what accounts significantly for today's good or bad performance. Based on this idea when the curriculum for secondary schools is considered, it seems that, the curriculum experts might have not taken the students' primary education

academic knowledge and exposure in to consideration when they prepared the curriculum.

4.2.2 The findings of the study also indicate that, there was a serious shortage of qualified teachers in the schools. This shortage was due to high turnover. As a result teachers in the schools who do not have the minimum qualification cannot teach effectively and efficiently.

4.2.3 It was found out that the majority of the students in the sample schools, were weak in the language of instruction (English). The main reason for the weakness of the students in the language of instruction was due to their previous low-level knowledge and skill in English. That could be due to lack of appropriate teaching method and in availability of competent teachers who teach English in the primary schools. Thus, from this it could be concluded that due to students' low-level ability in the language of instruction, quality of education might be affected negatively.

4.2.4 The findings of the study indicated that attitude of the teachers towards the teaching profession is low as well as their motivation is also low. From this finding, it can be concluded that even those teachers who are carrying out the teaching-learning process are not fully performing their activity properly, which in turn affects quality of education. In addition, it was found out that almost all of the students in the sample school went to schools without push from their parents. From this, therefore, it can be concluded that the awareness of the society towards education is better and hence promising in improving quality of education if other shortages, which affect quality, are corrected.

4.2.5 The findings of the study reveal that, there was a serious shortage of classrooms in the schools. As a result of this, the class-size in the schools

was found to be very large. In addition, this could be the reason why most of the schools carry out the teaching-learning process in more than one shift, which in turn reduces instructional time. Thus it can be concluded that this might have affected the quality of education provided.

4.2.6 Shortage of textbooks resulted in ineffective learning of students since they lack this materials at hand to work on the different activities on their own pace. In addition, students pass from lower grades to higher levels without fully acquiring the skills, knowledge & attitudes supposed to be covered for the level. In addition to shortage of textbooks, school facilities and instructional materials are also highly in sufficient resulting in the low quality of education.

4.2.7 The finding of the study show that the majority of the principals were trained in subject areas other than Educational Administration. This situation could create problems in their school leadership activity. Therefore, principals lack of the required qualification and training in the field could be one of the problems that caused for the low level of quality of education.

4.3 Recommendations

Based on the major findings of the study, the following recommendations are forwarded.

4.3.1 In the study it was found out that the curriculum for secondary school was weak in its relevance/appropriateness. Therefore, it may be useful if the curriculum experts in the Ministry of Education study the curriculum of each grade in relation to the students' previous knowledge and exposure so that the curriculum would be more relevant and appropriate to the needs and background knowledge of the students.

4.3.2 In the sample schools, there was high shortage of classrooms and other school facilities nominally exist. Educational materials are in short supply. Therefore, Ministry of Education in collaboration with the Regional Education Bureau are recommended to:

- Discuss with the public involving the stakeholders and thereby improve community contribution in cash and /or in kind to fulfill the school facilities.
- Encourage private investors as well as non- governmental organizations to construct private schools, which is useful both to the investors as well as members of the society who can afford to educate their children in these schools.

4.3.3 The weakness of the students in the language of instruction (English) was found to be one of the major factors that negatively influence quality of education. Thus, to solve the problem, training institutions better change English teaching methodology for primary school teachers so that students could have good background of the subject before going to secondary schools. In addition, competent teachers who have good command in the language be assigned by the concerned bureau /office to teach English at primary as well as secondary schools. English teachers both in the primary and secondary schools are recommended to be continuously provided with workshops and short-term training or seminars on how to teach English effectively by the Regional Education Bureau.

It may also be useful if teachers advise their students discuss with in the language of instruction in the school campus as well as arranging programmes like dialogue between peer groups, encouraging students to practice conversation on some topics like greetings, telephoning in the

class, etc. would be useful. Moreover, it may help students to improve their English knowledge if the school management arranges tutorial programmes with special emphasis on the English language.

4.3.4 Shortage of qualified teachers in the schools was one of the major problems affecting quality of education. The already existing teachers also leave the profession to search for a better job. Thus, to solve this problem Regional Education Bureau in collaboration with the Ministry of Education are recommended to take the following measures.

4.3.4.1 Provide in-service training opportunity to those teachers whose qualification is below the minimum required standard. i.e. widening the existing programme as well as up grade the qualification of them through correspondence courses. At the same time attention might be paid to quality of training provided by the training colleges and universities.

4.3.4.2 It may also be useful to invite graduates in the necessary subject areas who are employees in various offices including those in the non-governmental organizations, after providing a short-term seminar on teaching methodology, to hire on part time basis until the time that the problem of shortage of qualified teachers is solved.

4.3.4.3 It may be useful to motivate the already existing qualified teachers by providing various incentives to minimize (avoid) turnover.

4.3.5 The findings of the study also indicated that half of the school principals in the sample schools were diploma holders. In addition, all of them were graduates of subject area discipline except one who is a graduate of School Administration in diploma.

This affects the efficiency and effectiveness of school management. Selecting and training school principals carefully has multiplier effects

on his/her teaching staff. Selecting good candidates could be highly rewarding. Thus to address this problem, the Regional Education Bureau better assigns principals who possess qualification with appropriate training in the field. In general, the Bureau better provide appropriate training, seminars and workshops to the school principals and minimize, if not impossible to avoid, turnover of the trained school principals since frequent turnover means not only wastage of scarce resources invested to train but also induces feeling of insecurity and denial of competent professionals to come to the position.

4.3.6 In the study, it was found out that there is shortage of textbooks. The safest investment or the most cost-effective way of raising educational quality is to make sure that there are enough books and supplies. Textbooks are very important in reducing learning problems. Therefore, Ministry of Education, beside provision of textbooks to those who cannot afford them to buy, better make books commercially available for the parents who have greater opportunity and more money to provide such materials for their children.

4.3.7 Quality of examination determines quality of education. Strong examination system help to improve quality of education. Therefore, to improve the quality of examination, performance standards may help and hence the standards better be set by the Regional Education Bureau by involving stakeholders in setting the standards. After then, the criteria of performance expressed in standards must be embedded in the normal functioning of the Zonal and woreda Education offices and hence every one working in the system must understand the criteria and direct his/her efforts toward meeting them.

4.3.8 In the study, it was found out that the quality of education being provided is low. Therefore, to increase the accountability of stakeholders it may be beneficial if the Ministry of Education in collaboration with the Regional Education Bureau introduces a mechanism of accreditation and quality assurance in the secondary schools since schools must now operate to some extent in a market environment which may help competition to exist between schools for teachers with special skills & for scarce public resources.

4.3.9 It was found out in the study that the majority of the schools carryout the teaching-learning process in double shift. This means that students do not get enough time to have contact with their teachers. In this case how and how much, time is used for both in school and out-of school learning may be extremely important. It is known that parents in rural areas may welcome a shorter school day, which would reduce the opportunity cost of children's school attendance. However, full day school is useful and the Regional Education Bureau better work towards it.

In general, more time on task and greater amount of homework are practically costless and therefore it is useful if students are advised to work on their homework out side the school.

4.3.10 Since quality education is the key to economic development, the researcher recommends that the Ministry of Education better provide support for research that could provide feedback on quality levels continually. More specifically, the Ministry better constitute a department, which follows up or works on quality of education.

4.3.11 Since, today, concerns of Teachers' Associations go beyond the protection of teachers and the enhancement of their working conditions, the researcher recommends the Oromia Region Teacher's Association in

collaboration with the Ethiopian Teachers Association to play professional role to improve quality of education.

4.3.12 Finally, the problem of quality of education is not such and easy one to be adequately studied by a novice investigator. Thus, the researcher would like to recommend that, other individuals better carryout deeper and wider research work to search for better and wider solutions that can significantly alleviate the existing problems.

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Appendix A

Addis Ababa University
School of Graduate studies
College of Education
Department of Educational Planning and Management
Research Questionnaire number 1
To be filled by school principals

The objective of this questionnaire is to collect necessary information for the study "In-school Factors Affecting Quality of Education in Secondary Schools in Oromia" and to identify major problems affecting the quality of education at this level and to come up with some solutions that need to be considered for better quality education. You are, therefore, kindly requested to fill in the questionnaire since the success of this study directly depends upon your genuine responses to the questions.

Thank you in advance for your cooperation.

Instruction

1. No need of writing your name.
2. Fill in the blank spaces and encircle the choice you thought to be the answer.
3. Give short answers for question items that are open-ended and write your answer on the free page at the back by writing the question number if the space provided is not enough.
4. The information to be obtained will certainly be used only for academic purposes, i.e. your responses will be kept confidential.

I. Personal information.

1. Place of work: zone_____ district_____Town____ school_____
2. Sex _____
3. Age in years A) Less than 25 B) From 26-30 C) From 31-35
   D) From 36-40 E) More than 40
4. Qualification A) Grade 12 complete B) Graduated from TTI
   C) Diploma (two years of college education) D) First degree
   E) Other (specify if there is any) _____
5. Field of specialization major _____ Minor _____
6. Your experience if you have served as a teacher (in years)
   A) From 1-5 B) From 6-10 C) From 11-15
   D) From 16-20 E) From 21-25 F) More than 25
7. Your experience in the field of education as educational administrator (in years)
   A) From 1-5 B) From 6-10 C) From 11-15
   D) From 16-20 E) From 21-25 F) More than 25
8. Your experience as employee in the field of education (in years)
   A) From 1-5 B) From 6-10 C) From 11-15
   D) From 16-20 E) From 21-25 F) More than 25

II. Encircle the choice, and/or give the necessary answer you thought to be correct for the following.

1. How do you evaluate the attitude of the students towards learning?
   A) Very high B) High C) Medium D) Low E) Very low
2. What is the Teacher- pupil ratio in your school?
   A) 1:30 B) 1:40 C) 1:50 D) 1:60 E) above 1:60
3. How do you evaluate the attitude of teachers towards teaching?
   A) Very high B) High C) Medium D) Low E) Very low

12. If there is shortage of instructional materials in your school, the problem created on teaching-learning process is

A) High B) Medium C) Low D) No problem is created

13. Which of the following school facilities is available in your school (you can choose more than one /Explain their capacity in providing service)?

A) Water B) Latrine C) Clinic D) Pedagogic center E) Laboratory F) Library G) No school facility at all.

14. What is your opinion regarding the difficulty of the curriculum for secondary education as compared to students' previous knowledge?

A) Very difficult B) Difficult C) Medium D) Simple E) Very simple

15. How much do you agree that the curriculum is relevant to the respective grades in terms of students' needs.

A) Strongly agree B) Agree C) Undecided D) Disagree E) Strongly disagree

16. Can the curriculum be covered with in the allotted time?

A) Yes B) No C) No knowledge.

17. If your answer to question number 16 is ' No', then the time allotted to cover the portion is not enough.

A) Strongly agree B) Agree C) undecided D) Disagree E) Strongly disagree

18. How many shift(s) do your school use(s) to carryout teaching-learning process? A) One B) Two C) Three D) No response

19. Do you think that teaching in double or triple shifts has negative impact on quality of education? A) Yes B) No

20. The degree of proficiency of students in the language of instruction

A) High B) Medium C) Low D) No knowledge

21. If your answer to question number 20 is 'Low', to what extent does this affect their learning of other subjects?

A) Highly B) Moderately C) Minimally D) Not at all E) No knowledge

22. The reason for low proficiency of the students in English is

A) Lack of background knowledge B) Lack of interest in English

C) Shortage of qualified teachers D) English is difficult by nature

E) Other _____

23. What should be done to improve the proficiency of students in instructional language? A) _____

B) _____

24. There is problem of quality of education at present. Do you agree with this idea? A) Yes B) No

25. If your response to question number 24 is 'Yes' what are the suggested factors for the low-level of quality of education? (You can suggest more than one)

A) Shift system

B) Large number of students in a class

C) Qualification of teachers

D) Poor in language of instruction of students

E) Heavy teaching load.

F) Shortage of teaching materials/facilities

G) Irrelevance of the curriculum

H) Low attitude of teachers towards teaching

I) Low attitude of students towards learning

J) Poor quality of examination

K) Competence of school principals

Other A) _____

B) _____

26. What should be done to improve quality of education? (you can suggest more than one)

A) Change content of the curriculum to make it relevant

B) Minimize the teaching load

C) Teachers should be carefully recruited

D) Teachers should be favoured economically and psychologically

E) Minimize the number of students in a class

F) Avoid the shift system

G) Provide enough teaching materials/facilities

H) Examination should be more practical

I) Improving knowledge of students in the language of instruction.

J) Paying attention to school management.

Others A) _____

B) _____

C) _____

27 Please write if you have any additional opinion.

A) _____

B) _____

C) _____

26. What should be done to improve quality of education? (you can suggest more than one)

A) Change content of the curriculum to make it relevant

B) Minimize the teaching load

C) Teachers should be carefully recruited

D) Teachers should be favoured economically and psychologically

E) Minimize the number of students in a class

F) Avoid the shift system

G) Provide enough teaching materials/facilities

H) Examination should be more practical

I) Improving knowledge of students in the language of instruction.

J) Paying attention to school management.

Others A) _____

B) _____

C) _____

27 Please write if you have any additional opinion.

A) _____

B) _____

C) _____

Appendix B

Addis Ababa University

School of Graduate studies
College of Education
Department of Educational Planning and Management
Research Questionnaire number 2
To be filled by Teachers

The objective of this questionnaire is to collect necessary information for the study "In-school Factors Affecting Quality of Education in Secondary Schools in Oromia" and to identify major problems affecting the quality of education at this level and to come up with some solutions that need to be considered for better quality education. You are, therefore, kindly requested to fill in the questionnaire since the success of this study directly depends upon your genuine responses to the questions.

Thank you in advance for your cooperation.

Instruction

1. No need of writing your name.
2. Fill in the blank spaces and encircle the choice you thought to be the answer.
3. Give short answers for question items that are open-ended and write your answer on the free page at the back by writing the question number if the space provided is not enough.
4. The information to be obtained will certainly be used only for academic purposes, i.e. your responses will be kept confidential.

I. Personal information.

1. Place of work: zone_____ district_____Town____ school_____
2. Sex _____
3. Age (in years) A) Less than 25 B) From 26-30 C) From 31-35
   D) From 36-40 E) More than 40
4. Qualification A) Grade 12 complete B) Graduated from TTI
   C) Diploma (two years of college education) D) First degree
   E) Other (specify if there is any) _____
5. Field of specialization major _____ Minor _____
6. Subject (s) you teach now _____
7. Grade (s) you teach now _____
8. Your weekly teaching load _____
9. Your experience in the field of education as a teacher (in years)
   A) From 1-5 B) From 6-10 C) From 11-15 D) From 16-20 years
   E) More that 20 years.
10. Your experience in field (s) other than education (in years)
    A) From 1-5 B) From 6-10 C) From 11-15 D) From 16 -20
    E) More than 20
11. Total experience as an employee (in years)
    A) From 1-5 B) From 6-10 C) From 11-15 D) From 16-20
    E) More than 20

II. Encircle the choice and/or give the necessary answer you thought to be correct for the following.

1. How is the attitude of students towards learning?
   A) Very high B) High C) Medium D) Low E) Very low

2. What methods do teachers use in evaluating students' activities?

A) Give exercise B) Give tests C) Give final exam D) All

Others A)_____

B)_____

C)_____

3. Do teachers check the students' homework and class-work regularly?

A) Yes B) No

4. If teachers do not check the students' work, why?

A) The number of students is very large in a class

B) Lack of time

C) Due to large number of students and lack of time

Others A) _____

B) _____

C) _____

5. How frequently do students utilize library?

A) All the time B) Most of the time C) Sometimes

D) They do not utilize library

6. If your response to question number 5 is 'sometimes' or 'do not utilize library', what do you think is the reason?

A) No home work is given B) The library do not contain relevant book

C) The library is not open when needed D) Students do not know how to use library.

7. Do you provide academic support to the needy students? A) Yes B) No

8. Have you ever been provided with refresher course after recruitment?

A) Yes B) No

9. Your attitude towards the teaching profession?

A) Very high B) High C) Medium D) Low E) Very low

10. Do you teach more than one subject? (Write them if 'yes') A) Yes B) No

11. If your response to question number 10 is 'yes', in which one do you have higher teaching load?

    A) In my major B) In my minor C) In the subject in which I didn't have training.

12. If you teach the subject in which you didn't have training, isn't it difficult to you? A) Difficult B) Not difficult

13. Are the teachers in your school qualified for the level they are teaching?

    A) Yes B) No

14. Could higher turnover be a cause for shortage of qualified teachers?

    A) Yes B) No C) No knowledge.

15. If your response to question number 14 is 'yes', teachers leave their profession due to

    A) Lack of motivation B) Teaching is tiresome C) Low prestige

    D) Student discipline problem E) Lack of opportunity to grow and develop. Other _____

16. Did you have secondary school teaching methodology course?

    A) Yes B) No

17. If your response for question number 16 is 'No', did not it create a problem on your classroom management (Please give reasons for your response)?

    A) It has created problem because _____

    B) It didn't create problem because _____

18. Are instructional materials available in your school?

    A) Adequately available B) Moderately available

    C) Inadequately available D) Not available at all.

19. If your response to question number 18 is 'in adequately available' or 'not available at all' the problem created on teaching-learning process due to this is A) High B) Medium C) Low D) No problem is created.

20. Is there shortage of textbook in your school? A) Yes B) No

21. What is pupil-book ratio of the textbook in your school?

A) 1:1 B) 1:2 C) 1:3 D) 1:4 E) 1:5

22. As a result of shortage of textbooks, is instructional time wasted in your school? A) Yes B) No

23. Have the portion for the first semester been covered in all subject?

A) Yes B) No C) No knowledge

24. If your response to question number 23 is 'No' what do you think is the reason?

A) Shortage of textbooks B) Voluminous of textbooks

C) Wastage of time due to different reasons

D) Additional materials have been used in addition to textbooks.

25. Which of the school facilities is available in your school? (You can choose more than one) Write their service providing capacity)

A) Water B) Latrine C) Clinic D) Pedagogic center E) Laboratory F) Library G) No facility at all

26. The average numbers of students in a class in your school?

A) Below 50 B) 51-60 C) 61-70 D) 71-80 E) Above 80

27. If your response to question number 26 is 'D' or 'E', problems created on teaching-learning process due to large class-size is

A) Lack of effective communication

B) Difficulty to identify students with special problems

C) Problems of classroom management

D) Suffocation problem

E) All are true

28. How much do you agree that the curriculum is relevant to the respective grades in terms of students' needs?

A) Strongly agree B) Agree C) undecided D) Disagree

E) Strongly disagree

29. What is your opinion regarding the difficulty of the curriculum for secondary education as compared to students' previous knowledge?

A) Very difficult B) Difficult C) Medium D) Simple E) Very simple.

30. The competence of the principal in school leadership?

A) High B) Moderate C) Low D) No knowledge

31. If your answer to question number 30 is 'Low', what is its effect on quality of education? A) High B) Medium C) Low D) No knowledge

32. How many shift(s) do your school use(s) to carryout the teaching-learning process? A) One B) Two C) Three

33. The degree of proficiency of students in the language of instruction?

A) High B) Medium C) Low D) No knowledge

34. If your answer to question number 33 is 'Low', to what extent does this affected their learning of other subjects?

A) Highly B) Moderately C) Minimally D) Not at all E) No knowledge

Other _____

35. The reason for low proficiency of the students in English is

A) Lack of background knowledge B) Lack of interest in English

C) Shortage of qualified teachers D) English is difficult by nature

Other _____

36. What should be done to improve the proficiency of students in instructional language? A) _____

B) _____

C) _____

37. There is problem of quality of education at present. Do you agree with the idea? A) Yes B) No

38. If your response to question number 37 is 'Yes', what are the suggested factors for the low-level of quality of education? (You can suggest more than one)

A) Shift system

B) Large number of students in a class

C) Qualification of teachers

D) Poor in language of instruction of students

E) Heavy teaching load.

F) Shortage of teaching materials/facilities

G) Irrelevance of the curriculum

H) Low attitude of teachers towards teaching

I) Low attitude of students towards learning

J) Poor quality of examination

K) Competence of school principals

Other(s) A) _____

B) _____

39. What should be done to improve quality of education? (you can suggest more than one)

A) Change content of the curriculum to make it relevant

B) Minimize the teaching load

C) Teachers should be carefully recruited

D) Teachers should be favoured economically and psychologically

E) Minimize the number of students in a class

F) Avoid the shift system

G) Provide enough teaching materials/facilities

H) Examination should be more practical

I) Low attitude of students towards learning

J) Improving knowledge of students in the language of instruction.

K) Paying attention to school management.

Other(s) A) _____

B) _____

C) _____

40. Please write if you have any additional opinion.

A) _____

B) _____

C) _____

Appendix C

Addis Ababa University

School of Graduate studies
College of Education
Department of Educational Planning and Management
Research Questionnaire number 3
To be filled by Students

The objective of this questionnaire is to collect necessary information for the study "In-school Factors Affecting Quality of Education in Secondary Schools in Oromia" and to identify major problems affecting the quality of education at this level and to come up with some solutions that need to be considered for better quality education. Therefore, since the success of this study depends on your genuine responses, you are kindly requested to honestly provide information for all the items presented in the questionnaire.

Thank you in advance for your cooperation.

Instruction

1. No need of writing your name.
2. Fill in the blank spaces and encircle the choice you thought to be the answer.
3. Give short answers for question items that are open-ended and write your answer on the free page at the back by writing the question number if the space provided is not enough.
4. The information to be obtained will certainly be used only for academic purposes, i.e. your responses will be kept confidential.

I. Personal information

1. Place of residence Zone _____ District ___ Town _____ School ____
2. Sex A) Male B) Female
3. Age A) Less than 16 years B) from 15-20 years C) From 21-25 years
   D) More than 25 years
4. Grade A) 9 B) 10 C) 11 D) 12
5. Your family's occupation
   A) Government employee B) Farming C) Merchant
   D) Other (specify)_____
6. You learned grades 1-8 in A) Rural B) Urban
7. Your average result in grade eight National examinations was
   A) Less than 50 B) 50-60 C) 61-70 D) 71-80 E) 81-90
   F) Greater than 90
8. Your average result for the 1997 E.C. first semester final examination is
   A) Less than 50 B) 51-60 C) 61-70 D) 71-80 E) 81-90
   F) Greater than 90.
9. You go to school
   A) By push from my parent (guardian) B) By my own interest
   C) Because I have no where to go

II. Encircle the choice and/or give the necessary answer you thought to be correct for the following.

1. What is your attitude towards learning?
   A) Very high B) High C) Medium D) Low E) Very low
2. If your answer to question number 1 is 'Medium or Low', what is the reason?
   A) The education is not practical B) Low chance of getting job
   C)Both A and B Other _____

3. How many teachers encourage students learn properly?

A) All teachers B) Majority of the teachers C) Few teachers D) No one.

4. Are the teachers in your school have proper qualification to your grade?

A) Yes B) No

5. What methods do teachers use in evaluating students' activities?

A) Give exercises B) Give tests C) Give final exam D) All

Other_____

6. Do teachers check the students' homework and class work regularly?

A) Yes B) No

7. If your response to question number 6 is 'No', what do you think is the reason?

A) Due to large number of students in a class

B) Lack of time C) Both A and B

Other _____

8. How is the attitude of teachers towards teaching?

A) Very high B) High C) Medium D) Low E) Very low.

9. Are there teachers who teach you more than one subject?

A) Yes B) No

10. Are there teachers who teach you subjects other than their major/minor?

A) Yes B) No

11. Is there considerable difference in your result (achievement) between the subjects you are taught by qualified and unqualified teachers?

A) My result is better in the subject(s) I am taught by qualified teacher(s)

B) There is insignificant difference

C) There is no any difference

12. Do you get appropriate academic support from your teacher?

A) Yes B) No

13. If your response to question number 12 is 'No', what do you think is the reason?

A) Due to large number of students in a class

B) Teachers and students have no time

C) Teachers have no interest to support students

D) Students do not need support.

14. Do you agree that teachers' qualification has relation ship with quality of education?

A) Strongly agree B) Agree C) Undecided D) Disagree

E) Strongly disagree

15. Do instructional materials available in your school?

A) Adequately available B) Moderately available

C) Inadequately available D) Not available at all

16. Is there shortage of textbook in your school? A) Yes B) No

17. What is the pupil-book ratio of the textbook in your school?

A) 1:1 B) 1:2 C) 1:3 D) 1:4 E) 1:5

18. As a result of shortage of textbooks, is instructional time wasted in your school? A) Yes B) No

19. Have the portion for the first semester been covered in all subjects with in the allotted time? A) Yes B) No

20. If your response for question number 19 is 'No', what do you think is the reason? A) Shortage of textbooks B) Voluminous of textbooks

C) Wastage of time due to different reasons

D) Additional materials have been used in addition to textbooks.

21. How frequently do you do exercises your teachers give you?

A) All the time B) Most of the time C) Not at all

22. If your teacher(s) do not give exercise(s), what do you think is the reason?

A) Large number of students in a class B) Students are careless

C) Students have no adequate time. Other _____

23. The average number of students in a class in your school?

A) Below 50 B) 51-60 C) 61-70 D) 71-80 E) Above 80

24. If your answer to question number 23 is 'D' or 'E' the problem created as a result of large class-size is

A) Very high B) High C) Medium D) Low E) Very low

25. The problem created as a result of large class-size is(are)

A) Lack of effective communication

B) Difficulty to identify students with special problems

C) Problems of classroom management.

D) Suffocation problem

E) All are true Other _____

26. The curriculum is relevant to you needs

A) Strongly agree B) Agree C) Undecided D) Disagree E) Strongly disagree

27. What is your opinion regarding the difficulty of the curriculum as compared to your previous knowledge?

A) Very difficult B) Difficult C) Medium D) Simple E) Very simple.

28. The competence of the school principal in school leadership?

A) High B) Moderate C) Low D) No knowledge

29. If your answer to question number 28 is 'low', what is its effect on quality of education? A) High B) Medium C) Low D) No knowledge

30. The school in which you learn works in

A) One shift B) Two Shifts C) Three shifts

31. Do you think that it is useful to the student to learn in shifts?

A) Yes B) No

32. What is your degree of proficiency in the language of instruction?

A) High B) Medium C) Low C) No knowledge

33. If your answer to question number 32 is 'Low', to what extent does this affected your learning of other subjects?

A) Highly B) Moderately C) Minimally D) Not at all.

34. The language(s) used by majority of the teachers while they teach you (except Amharic and Afan Oromo teachers) is (are)

A) English B) Amharic C) English and Amharic

D) Afan Oromo E) English, Amharic and Afan oromo.

35. Teachers use language(s) other than English because

A) The students have no adequate knowledge of English

B) Teacher(s) have no English knowledge C) All

Other _____

36. The reason for low proficiency of the students in English is

A) Lack of background knowledge B) Lack of interest in English

C) Shortage of qualified teachers D) English is difficult by nature

E) All Other _____

37. There is problem of quality of education at present. Do you agree with the idea? A) yes B) No

38. If your response to question number 37 is 'Yes' what are the suggested factors for the low-level of quality of education? (You can suggest more than are)

A) Shift system

B) Large number of students in a class

C) Qualification of teachers

D) Poor in language of instruction of students

E) Heavy teaching load.

F) Shortage of teaching materials/facilities

G) Irrelevance of the curriculum

H) Low attitude of teachers towards teaching

I) Low attitude of students towards learning

J) Poor quality of examination

K) Competence of school principals

Other A) _____

B) _____

39. What should be done to improve quality of education? (you can suggest more than one)

A) Change content of the curriculum to make it relevant

B) Minimize the teaching load

C) Teachers should be carefully recruited

D) Teachers should be favoured economically and psychologically

E) Minimize the number of students in a class

F) Avoid the shift system

G) Provide enough teaching materials/facilities

H) Examination should be more practical

I) Improving knowledge of students in the language of instruction

J) Paying attention to school management.

Others A) _____

B) _____

40. Please write if you have any additional opinion.

A) _____

B) _____

C) _____

Appendix D

Addis Ababa University
School of Graduate studies
College of Education
Department of Educational Planning and Management
Interview guide questions
To be presented to district and zonal education office supervisors.

The objective of this interview is to collect necessary information for the study "In-school Factors Affecting Quality of Education in Secondary Schools in Oromia" and to identify major problems affecting the quality of education at this level and to come up with some solutions that need to be considered for better quality education. In so doing conditions like students' capacity and motivation to learn, Teachers' knowledge and skill and motivation, Relevance and development of curriculum, availability of infrastructure/school facilities, capacity of principal leadership, and language of instruction, etc. will be thoroughly discussed.

Since your contribution to the success of this study is highly valued, you are kindly requested to honestly respond to the interview questions presented and the student researcher would like to assure that your responses are strictly confidential.

Thank you in advance.

II. Interview guide questions

1. How do you evaluate secondary education students' motivation and capacity to learn?
2. Do teachers provide academic support with the needy students?
3. If your answer to question number 2 is 'No', what do you think is (are) the reason(s)?
4. Do all the secondary school teachers have adequate qualification for the subjects and grades they teach?

5. If your answer to question number 4 is 'No', what proportions of them are qualified for the level?
6. If the teachers are not qualified for the level, do you think that students acquire skills and knowledge they need from them?
7. What is your suggestion to improve under qualification of teachers?
8. Do all the teachers in the school teach in the subject(s) they are qualified?
9. If your answer to question number 8 is 'No', how many of them are teaching in subject(s) other than they were trained?
10. Did teachers receive training after their graduation?
11. What is the attitude of teachers towards teaching?
12. What is the maximum and minimum number of students in a class?
13. What problems do over crowdedness create on the teaching-learning process?
14. Are instructional materials adequately available?
15. Are textbooks sufficiently available? If No, what problems are created?
16. What is the pupil book ratio?
17. Is the content of the curriculum relevant to students' needs? What is the awareness of the students in this matter?
18. How is competence of the principal in school leadership?
19. In how many shift(s) do the school(s) use(s) to carry out the teaching-learning process?
20. If the schools carryout in more than one shift, do you think that students have got adequate time?
21. How is the proficiency of students in the language of instruction?
22. If your answer to question number 21 is 'Low', what do you think is the reason?
23. Do you think that there is a problem of quality of secondary education at present?
24. If your answer to question number 23 is 'Yes', what should be done to improve quality of education?

Appendix E

Addis Ababa University
School of Graduate studies
College of Education
Department of Educational Planning and Management

Observation checklist (Availability of qualified teachers, Quality of school infrastructure/Facilities-classroom, Pedagogical center, Laboratory, Library, Water, Latrine and clinic)

1. Teachers

A. Are all the teachers qualified for the level they are teaching? A) Yes B) NO

B. Do all the teachers teach in their subject of specialization?

C. If there are teachers who teach subject(s) other than their specialization, what are those subjects?

2. Classroom

A. Is there enough classroom in the school? A) Yes B) No

B. Are the number of students in a class appropriate?

3. Pedagogical center

A. Is there pedagogical center in the school? A) Yes B) No

B. If there is pedagogical center, does it provide adequate service?

C. If there is no pedagogical center, what is the reason?

D. Is there any effort to establish it?

4. Laboratory

A. Is there a laboratory in the school? A) Yes B) No

B. If the answer to 'A' is 'yes',

i. Does it have enough facility (size, chemical, water ….)

ii. Is the laboratory supported by laboratory technician?

C. If there is no laboratory, is there any effort to establish it?

C. If there is no laboratory, is there any effort to establish it?

Library

A. Is there a library in the school? A) Yes B) No

B. If the answer for 'A' is 'Yes',

i. Does it have enough facility (size, books, chairs, light ....)?

ii. Does the library has professional who provide(s) service?

C. If there is no library is there any effort to establish it?

6. Water, latrine and clinic

A. Are there water, latrine and clinic in the school?

B. If the answer is 'yes', do they provide adequate service?

C. If these facilities are not available, is there any effort to get them?